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ABSTRACT

This teacher resource guide is an instructional resource for these three separate courses: exploring education careers, elementary school teacher assistant, and elementary school teaching internship. (Exploring education careers is designed as a field-based internship that provides students a background knowledge of child and adolescent development principles and principles of effective teaching practice; they work under the direction and supervision of career educators in direct instructional roles with elementary, middle, and/or high school-aged students. Elementary school teacher assistant and elementary school teaching internship are designed as work-based internships that provide students learning experience in child development while they work directly with young children and career elementary school teachers.) Contents include the Texas Essential Knowledge and Skills (TEKS) crosswalk with the three courses; sample block plans; instructional strategies in nine sections, each containing a topical outline, notes column, and suggested resources; blended activities; creative ideas; lists of 17 resource organizations, 18 print resources, and 36 web sites; and 107 teaching aids. Section topics include school district and campus management, school environment, growth and development of young children and adolescents, learning opportunities, parent and community involvement, careers, employability skills, and supervised career-connections experience. (YLB)

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Education Careers
TEACHER RESOURCE GUIDE

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FAMILY AND CONSUMER SCIENCES EDUCATION • TEXAS EDUCATION AGENCY • AUSTIN, TEXAS

Education Careers Teacher Resource Guide

Developed and disseminated by:
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(1) acceptance policies on student transfers from other school districts;

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(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

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Exploring Education Careers

Exploring Education Careers is an innovative course; by definition innovative courses are locally developed and should represent local needs and circumstances. As an innovative course, Exploring Education Careers requires district request to the Texas Education Agency for approval. The course description and essential knowledge and skills included in this guide represents portions of an approved application for Exploring Education Careers course, which may be helpful to other districts choosing to submit an approval request.

Course Description

Exploring Education Careers is a field-based internship which provides students a background knowledge of child and adolescent development principles as well as principles of effective teaching practice; they work under the direction and supervision of career educators in direct instructional roles with elementary, middle, and/or high school-aged students. Students from the Exploring Education Careers class plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers. During the course of the week, students enrolled in Exploring Education Careers are involved in instruction from the family and consumer sciences teacher as well as involved in supervised field-based observations and applications of principles/practices studied in the class.

Recommended Prerequisites: Preparation for Parenting; Child Development
Grade Placement: 11-12
Credit: 1/2-1 credit depending on local circumstances

Facilities, Equipment, and Resources

The field-based internship arrangements and instructional strategies selected for this family and consumer sciences course will determine equipment and facilities needs. Regardless of specific arrangements, equipment and facilities utilized in development of essential knowledge and skills should represent that in state-of-the-art classrooms in elementary, middle, and/or high school. A customized publication, *Reaching to Teach*, is available from The Curriculum Center for Family and Consumer Sciences as a student text addressing essential knowledge and skills required in teacher preparation courses, including Exploring Education Careers. The student book consists of chapters that were compiled from multiple books in an effort to bring essential teacher preparation information under one cover for students. Besides the student print resource, acquisition of *Reaching to Teach* also provides access to selected on-line resources that will both enhance and supplement concepts covered in the book. In addition, utilization of a rich variety of up-to-date career preparation resources and technologies, including computers, software, and the information super highway, and hands-on field experiences are critical for enriched instructional effectiveness, relevance, and retention.

Essential Knowledge and Skills: Exploring Education Careers

(1) **School district and campus management procedures.** The student determines effective school district and campus management procedures appropriate for various instructional settings.
The student is expected to:
(A) Adhere to school district and campus goals, policies, and procedures;
(B) Adhere to school district and campus guidelines for discipline and guidance; and
(C) Identify the chain of command and responsibilities of school district and campus employees.

(2) **School district and campus management procedures.** The student analyzes the components of a school environment that is safe and conducive to learning.
The student is expected to:
(A) Evaluate health and safety standards appropriate for the elementary, middle, and high school settings;
(B) Demonstrate emergency procedures;
(C) Demonstrate safety procedures;
(D) Identify environmental conditions appropriate for elementary, middle, and high school classroom settings; and
(E) Describe factors essential to the health and safety of students of various ages, including good nutrition, physical conditioning, and overall good health.

(3) **Influences on child growth and development.** The student examines influences affecting the growth and development of young children including those with special needs and disabilities.
The student is expected to:
(A) Analyze the physical, emotional, social, and intellectual development of school-age children;
(B) Analyze the role of the school environment on the growth and development of school-age children;
(C) Summarize strategies for optimizing the growth and development of school-age children;
(D) Demonstrate ways to assist children with routine activities;
(E) Describe developmentally appropriate guidance techniques for school-age children;
(F) Identify developmentally appropriate practices that promote children's appreciation for diversity;
(G) Discuss the impact of child abuse on children and families; and
(H) Identify responsibilities and procedures for citizens to report child abuse.

(4) **Influences on adolescent growth and development.** The student examines influences affecting the growth and development of adolescents including those with special needs and disabilities.
The student is expected to:
(A) Analyze the physical, emotional, social, and intellectual development of adolescents;
(B) Analyze the role of the school environment on the growth and development of adolescents;
(C) Summarize strategies for optimizing the growth and development of adolescents;
(D) Demonstrate ways to promote adolescents' ability to manage routine activities and responsibilities;
(E) Describe developmentally appropriate guidance techniques for adolescents;
(F) Identify developmentally appropriate practices that promote adolescents' appreciation for diversity;
(G) Discuss the impact of abuse on adolescents and families; and
(H) Identify responsibilities and procedures for citizens to report abuse to minors.

(5) **Classroom effectiveness.** The student analyzes procedures and strategies providing effective learning opportunities for students including those with disabilities or other special needs.
The student is expected to:
(A) Explain the importance of the teacher being flexible when addressing varying situations in the

elementary, middle, and high school settings;
(B) Examine the interactions and effectiveness of teachers in elementary, middle, and high school settings;
(C) Determine the benefits of special school activities and field trips for students of various ages;
(D) Identify developmentally appropriate methods for promoting learning in the areas of mathematics, language arts, reading, science, social studies, and other subjects;
(E) Identify developmentally appropriate uses of visual media and computer technology with elementary, middle, and high school students; and
(F) Develop and conduct lessons/activities appropriate for teaching elementary, middle, and/or high school-aged students.

(6) **Parent and community involvement.** The student determines appropriate procedures to promote the active involvement of parents and other community members in the education process.
The student is expected to:
(A) Identify needs and opportunities for parental involvement for parents of elementary, middle, and high school-aged students;
(B) Describe the relationship between a positive home environment and effective learning;
(C) Identify support systems and services for families with children in school;
(D) Describe roles and assistance supportive of education appropriate for community members and representatives of business/industry.

(7) **Career preparation for the field of education.** The student determines career opportunities in the field of education.
The student is expected to:
(A) Identify career opportunities available in the field of education;
(B) Determine preparation and educational requirements for various levels of employment in the field of education;
(C) Determine rewards and demands including salaries and benefits for various levels of employment in the field of education; and
(D) Identify professional organizations specific to the field of education.

(8) **Career preparation for the field of education.** The student exhibits employability skills.
The student is expected to:
(A) Demonstrate effective methods to secure, maintain, and terminate employment;
(B) Demonstrate effective management skills;
(C) Practice positive human-relations skills;
(D) Determine interpersonal and team member skills and attitudes appropriate for educators;
(E) Demonstrate positive and effective communication skills;
(F) Exhibit ethical practices;
(G) Demonstrate appropriate grooming, appearance, and etiquette expected for those employed in the field of education; and
(H) Describe management practices facilitating individuals assuming multiple family, community, and wage-earner roles.

(9) **Career preparation for the field of education.** The student completes a supervised career-connections experience applying knowledge and skills developed through study and experiences in the study of education careers.
The student is expected to:
(A) Determine home and business applications of knowledge and skills developed through study and experiences in the study of education careers; and
(B) Utilize a career-connections experience to demonstrate occupational applications of competencies developed through the study and experiences in the study of education careers.

Elementary School Teacher Assistant
Elementary School Teaching Internship

Elementary School Teacher Assistant and Elementary School Teaching Internship are innovative courses; by definition innovative courses are locally developed and should represent local needs and circumstances. As innovative courses, Elementary School Teacher Assistant and Elementary School Teaching Internship require district request to the Texas Education Agency for approval. The course description and essential knowledge and skills included in this guide represent portions of an approved application for these courses, which may be helpful to other districts choosing to submit an approval request.

Course Description

Elementary School Teacher Assistant and Elementary School Teaching Internship are work-based internships which provide students learning experience in child development while they work directly with young children and career elementary school teachers. High school students assist in individualized instruction, preparation of instructional materials and bulletin boards, group activities, record keeping, and making physical arrangements as requested by classroom teachers. During the course of each week, high school students are involved in instruction from the family and consumer sciences teacher as well as involved in working in the elementary school with pupils from Grades PK-3.

Recommended Prerequisites: Preparation for Parenting; Child Development
Grade Placement: 11-12

Credit
  Elementary School Teacher Assistant: 1/2-1 credit depending on local circumstances
  Elementary School Teaching Internship: 2 credits

Facilities, Equipment, and Resources

The work-based internship arrangements and instructional strategies selected for this family and consumer sciences course will determine equipment and facilities needs. Regardless of specific arrangements, equipment and facilities utilized in development of essential knowledge and skills should represent that in state-of-the-art classrooms in elementary grades PreK-3. A customized publication, *Reaching to Teach*, is available from The Curriculum Center for Family and Consumer Sciences as a student text addressing essential knowledge and skills required in teacher preparation courses, including Elementary School Teacher Assistant and Elementary School Teaching Internship. The student book consists of chapters that were compiled from multiple books in an effort to bring essential teacher preparation information under one cover for students. Besides the student print resource, acquisition of *Reaching to Teach* also provides access to selected on-line resources that will both enhance and supplement concepts covered in the book. In addition, utilization of a rich variety of up-to-date career preparation resources and technologies, including computers, software, and the information super highway, and hands-on field experiences are critical for enriched instructional effectiveness, relevance, and retention.

Essential Knowledge and Skills: Elementary School Teacher Assistant and Elementary School Teaching Internship

(1) **School district and campus management procedures.** The student determines effective school district and campus management procedures for the elementary school setting.
The student is expected to:
(A) Adhere to school district and campus goals, policies, and procedures for the elementary school;
(B) Adhere to school district and campus guidelines for discipline and guidance; and
(C) Identify the chain of command and responsibilities of school district and campus employees.

(2) **School district and campus management procedures.** The student analyzes the components of a safe and sanitary environment for the elementary school setting.
The student is expected to:
(A) Evaluate safety and sanitation standards for the elementary school setting;
(B) Demonstrate emergency procedures;
(C) Demonstrate safety procedures;
(D) Identify environmental conditions appropriate for an elementary school classroom setting; and
(E) Describe factors essential to the health and safety of children including healthy dietary practices, good daily hygiene, and appropriate apparel for children of various ages.

(3) **Influences on child growth and development.** The student examines influences affecting the growth and development of young children including those with special needs and disabilities.
The student is expected to:
(A) Analyze the physical, emotional, social, and intellectual development of school-age children;
(B) Analyze the role of the school environment on the growth and development of the school-age children;
(C) Summarize strategies for optimizing the growth and development of school-age children;
(D) Demonstrate ways to assist children with routine activities;
(E) Describe developmentally appropriate guidance techniques for school-age children;
(F) Identify developmentally appropriate practices that promote children's appreciation for diversity;
(G) Discuss the impact of child abuse on children and families; and
(H) Identify responsibilities and procedures for citizens to report child abuse.

(4) **Classroom effectiveness.** The student analyzes procedures and strategies providing effective learning opportunities for children including those with disabilities or other special needs.
The student is expected to:
(A) Explain the importance of the teacher being flexible when addressing varying situations in the elementary school setting;
(B) Examine the interactions and effectiveness of teachers in the elementary school setting;
(C) Determine the benefits of special school activities and field trips;
(D) Identify methods for assisting children in the areas of mathematics, language arts, reading, science, and other subjects when applicable;
(E) Develop a lesson for teaching elementary school-aged children; and
(F) Exhibit effective visual media for the elementary school classroom.

(5) **Parental involvement.** The student determines appropriate procedures to promote active parental involvement in the elementary school setting.
The student is expected to:
(A) Identify needs and opportunities for parental involvement for parents of elementary school-aged children;
(B) Describe the relationship between a positive home environment and effective learning; and
(C) Identify support systems and services for families with school-aged children.

(6) **Career preparation for the field of education.** The student determines career opportunities in the field of education.
The student is expected to:
(A) Identify career opportunities available in the field of education;
(B) Determine preparation and educational requirements for various levels of employment in the field of education;
(C) Determine rewards and demands including salaries and benefits for various levels of employment in the field of education; and
(D) Identify professional organizations specific to the field of education.

(7) **Career preparation for the field of education.** The student exhibits employability skills.
The student is expected to:
(A) Demonstrate effective methods to secure, maintain, and terminate employment;
(B) Demonstrate effective management skills;
(C) Practice positive human-relations skills;
(D) Determine interpersonal skills and attitudes appropriate for the workplace;
(E) Demonstrate positive and effective communication skills;
(F) Exhibit ethical practices;
(G) Demonstrate appropriate grooming, appearance, and etiquette expected for those employed in the field of education; and
(H) Describe management practices facilitating individuals assuming multiple family, community, and wage-earner roles.

(8) **Career preparation.** The student completes a supervised career-connections experience applying knowledge and skills developed through study and experiences as an elementary school teacher assistant.
The student is expected to:
(A) Determine home and business applications of knowledge and skills developed through study and experiences as an elementary school teacher assistant; and
(B) Utilize a career-connections experience to demonstrate occupational applications of competencies developed through the study and experiences as an elementary school teacher assistant.

Family, Career and Community Leaders of America

Family, Career and Community Leaders of America (FCCLA) activities can be most effectively structured to serve as one of the many methods of instruction used in the classroom (e.g., independent study, group work, role play, questioning). As a method of instruction, activities of the organization reflecting specific family and consumer sciences content are incorporated into the Exploring Education Careers course.

Chapter activities need to be designed to accommodate chapter projects, community needs, and the desires of the students involved. A chapter's organizational structure and the teacher's approach to utilizing the organization as a method of delivering course content will influence whether to have chapter activities once a week, once a month, or have some activity related to the content filtered into the curriculum on a more regular basis.

FCCLA activities are included as integral parts of instruction within several components of this teacher resource guide. Each instance is denoted by the FCCLA emblem.

- **Instructional strategies** - FCCLA activities are written into the individual strategy when the project or program is an integral part of that specific learning experience.
- **End of section** - Suggested FCCLA activities are provided in a box at the end of strategies for each section to generate additional ideas for projects and programs that are relevant to the overall set of essential knowledge and skills, but not tied to a specific strategy.
- **Blended Activities** - FCCLA projects and programs that address Essential Knowledge and Skills from several chapters have been included in this section of the Teacher Resource Guide.

Resources available from the organization's national headquarters to assist with starting a chapter and integrating it into the curriculum are the *Co-Curricular Guide* and *FCCLA Chapter Handbook*. Additional resources helpful to Exploring Education Careers teachers and students include publications for various national and state programs, such as *Career Connection, Families First, Power of One, STOP the Violence*, and *Ready, Set, Read!*

How to Use the Teacher Resource Guide

You will be able to utilize the *Education Careers Teacher Resource Guide* most effectively if you first understand all components and how they work together. Read through the Table of Contents and familiarize yourself with the various components of the resource guide. Following are descriptions and suggestions for utilizing components within each section to maximize instructional effectiveness.

INTRODUCTION

Read the Introduction for information specific to each course on
- Course Description
- Facilities, Equipment, and Resources
- Essential Knowledge and Skills
- Family, Career and Community Leaders of America

SAMPLE BLOCK PLANS

The block plans are included strictly as examples of how each course might be carried out in the available instructional time. It is intended that block plans will serve only as an aid to teachers in planning instruction for Essential Knowledge and Skills for the respective course.

There will be many instances where time allotments as shown on the block plans will vary from time allotments as planned in your classroom. Factors impacting actual allotment include class size, length of class period, the school calendar, and local district policies. Also, time allotment will vary according to selected instructional strategies, the degree of emphasis placed on specific strategies and essential knowledge and skills, and student field-site placements.

Local districts are encouraged to use the blank block forms found in this section to customize plans to accommodate other scheduling arrangements or to otherwise meet individual needs.

INSTRUCTIONAL STRATEGIES

The *Education Careers Teacher Resource Guide* was written as an instructional resource for three separate courses: Exploring Education Careers, Elementary School Teacher Assistant, and Elementary School Teaching Internship. Although the essential knowledge and skills (TEKS) for all three courses are extremely similar, numbers vary and there are differences in exact wording of TEKS for Exploring Education Careers and TEKS for Elementary School Teacher Assistant/Internship. The latter two courses are targeted toward the elementary school setting (Pre-K through 3rd grade), while Exploring Education Careers covers the broader range of elementary, middle, and/or high school.

Therefore, instructional strategies are presented in sections, which correspond to the numbered essential knowledge and skills for Exploring Education Careers. For example, Section 1 covers TEKS 1A, 1B, and 1C of Exploring Education Careers; it also covers TEKS 1A, 1B, and 1C of Elementary School Teacher Assistant/Internship. However, Section 4 is exclusive to Exploring Education Careers, because it addresses influences on adolescent growth and development, which are not covered in Elementary School Teacher Assistant/Internship. TEKS 5 for Exploring Education Careers is parallel to TEKS 4 for Elementary School Teacher Assistant/Internship, and so forth thereafter. It is not as complicated as it might sound, because the front page of each section clearly states which TEKS are covered for each course and also notes where differences in numbering or wording exist for the Elementary School Teacher Assistant/Internship courses.

The **Instructional Strategies** section has been designed to teacher specifications – to facilitate ease of use and to provide as much needed information as possible. The following aids have been built into the format.

Essential Knowledge and Skills Course Crosswalk
A crosswalk of TEKS for all three courses is presented on pages 30-32 to provide a clear picture of differences in numbering and wording of essential knowledge and skills between Exploring Education Careers and Elementary School Teacher Assistant/Internship. Since sections within the guide correspond directly to numbered TEKS for Exploring Education Careers, teachers of Elementary School Teacher Assistant and Elementary School Teaching Internship can refer to this crosswalk to identify differences at a glance.

Section Front Page
The first page of each section lists the essential knowledge and skills that are covered within that section. As previously noted, this front page clearly states which TEKS are covered for each course and also notes where differences in numbering or wording exist for the Elementary School Teacher Assistant/Internship courses.

Topical Outline
The second page of each section provides a topical outline of concepts that are covered within the section.

Notes Column
The Notes column on the outside of each page was designed to provide space for teacher notes and to display information and icons that point out the following:

• where Teaching Aids provided in the guide have been used within the strategies	*TA1 Student Handbook Topics*
• strategies which correlate with exit level TAKS objectives and academic principles for reading, writing, mathematics, science, and social studies	TAKS WRITING
• strategies that utilize technology applications	💻
• field experiences that offer students opportunity to interact with learners and the field-site teacher in the field-site classroom	***Field Experience***
• examples of key questions that focus class discussion and take students to higher levels of learning	***Key Questions***
• opportunities for integration of FCCLA programs and projects within specific strategies	FCCLA

Resources
Space is provided at the end of each set of TEKS strategies for resources pertinent to each knowledge and skills expectation. Specific references, agencies and organizations, videotapes, and Web sites are often listed. A complete bibliography of all resources, with expanded contact information, is provided under the tabbed divider, **Resources**.

BLENDED ACTIVITIES

Blended activities are teaching and learning strategies that encompass several knowledge and skills expectations. These activities promote student learning of multiple TEKS simultaneously through hands-on, project-based, and/or problem-solving activities. Depending upon how they are structured, many blended activities can be utilized as Supervised Career-Connections experiences for students.

Blended activities provide extension and application of the basic knowledge and skills developed in strategies that address each individual student expectation. Some also serve as a means of authentic assessment. Teaching Aid 101, ***Activity Assessment***, is also appropriate for many blended activities.

Included in the **Blended Activities** section are suggestions for FCCLA projects and programs that address multiple knowledge and skills expectations.

CREATIVE IDEAS

The rationale for this section, and guidelines for use, are provided on the section introductory page. Please read the **Creative Ideas** section. It provides many ideas for promoting active learning, as well as suggestions for saving teacher time and enhancing student learning and skills development. The section also serves as a resource for providing tips on teaching methodology to students.

TAKS OBJECTIVES AND PROFICIENCY

In response to teacher requests, a tabbed divider has been provided as a placeholder for filing updated TAKS objectives. This convenience, along with the icons for reading, writing, mathematics, science, and social studies in the Notes column of Instructional Strategy pages, will help you reinforce important academic concepts related to teacher preparation content.

RESOURCES

The resource section includes a bibliography of resource ideas generated by writers and reviewers of the document. Resources, which are listed alphabetically, include books, periodicals, agencies and organizations, videotapes, and Web sites. A separate tabbed-divider section has been provided so you can add additional resources that you locate or obtain through professional development sessions.

TEACHING AIDS

In response to popular demand, teaching aids include transparency masters, student information sheets, activity sheets, assessment devices, and other tools to facilitate instruction (and save teacher development time!).

Explanation of Block Plans

NOTE TO THE TEACHER

The block plans are included strictly as one example of how the Exploring Education Careers and the Elementary School Teacher Assistant courses might be carried out in the available instructional time. It is intended that the block plans will serve only as an aid to teachers in planning instruction for the essential knowledge and skills for the course.

Field experiences are an important component of all teacher preparation courses. It is through field experiences that students apply the concepts they have learned through classroom instruction, achieve higher-order thinking, and have opportunity to participate in experiences foundational to teacher preparation. Because there are so many options for structure and scheduling, field experiences are not cited separately in the block plans. The blocks reflect the TEKS for the respective courses, and it is assumed that implementing those TEKS encompasses both classroom instruction and coordination of field experiences.

Also, note that the examples have been prepared based upon a 1-credit course. The essential knowledge and skills for specialized teacher preparation courses are both comprehensive and rigorous, and they cannot be covered in entirety, and in depth, in one semester. If the course is being taught for 1/2 credit, some instructional decisions will have to be made regarding whether to vary the content in depth or in breadth during the course of the semester in order to preserve appropriate time for field experiences.

There will be many instances where time allotments as shown on the block plans will vary from time allotments as planned in your classroom. Factors impacting actual allotment include class size, length of class period, the school calendar, scheduling options for field experiences, and local district policies. Also, time allotment will vary according to selected instructional strategies and the degree of emphasis placed on specific strategies and TEKS.

Local districts are encouraged to use the blank block forms found in this section to customize plans to accommodate other scheduling arrangements or to otherwise meet individual needs. Teachers of the Elementary School Teaching Internship course are encouraged to use the blank block forms to plan time allotments, since allocated time will vary significantly depending upon specific internship arrangements and the amount of credit being granted for the 2-3 credit course.

Exploring Education Careers

Sample Six Weeks Plan: 55 minute periods

1st Six Weeks

Note: Because there are so many options for structure and scheduling, field experiences are not cited separately in the block plans. It is assumed that implementing the TEKS encompasses both classroom instruction and coordination of field experiences.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	*Course introduction and orientation to teacher prep policies; overview of classroom instruction & field experience components** **9A and 9B** *Introduction to career-connections experiences* **If field experiences that include interaction with learners will occur during the first three weeks, essential safety and emergency procedures should be covered as well (2B and 2C).*			***EKS #8 Employability Skills*** **8B** *Management skills* **8C** *Human-relations skills* **8D** *Interpersonal and team-member skills* **8E** *Communication skills* **8F** *Ethical practices* **8G** *Grooming, appearance, and etiquette*	
Week 2	**8B** **8C** **8D** **8E** **8F** **8G** *Continued* →	→	→	→	→
Week 3	**8B** **8C** **8D** **8E** **8F** **8G** *Continued* →	→	***EKS #2 Components of a Safe Learning Environment*** **2A** *Health and safety standards for elementary, middle, and high school settings*		
Week 4	**2B** *Emergency procedures* **2C** *Safety procedures*	*Continued* →	→	**2D** *Appropriate classroom environmental conditions*	
Week 5	**2E** *Factors essential to health and safety of students of various ages, including nutrition, physical conditioning, and overall good health*			***EKS #1 Campus Management Procedures*** **1A** *District/campus goals, policies, and procedures*	
Week 6	**1A** *Continued*	**1C** *Chain of command* →	→	*Review*	*Test*

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Exploring Education Careers

Sample Six Weeks Plan: 55 minute periods

2nd Six Weeks

Note: Because there are so many options for structure and scheduling, field experiences are not cited separately in the block plans. It is assumed that implementing the TEKS encompasses both classroom instruction and coordination of field experiences.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #3 Growth and Development of School-age Children*** **3A** *Physical, emotional, social, and intellectual development of school-age children*				
Week 2	**3B** *Role of the school environment on growth and development*		**3C** *Strategies for optimizing growth and development*		
Week 3	***EKS #4 Growth and Development of Adolescents*** **4A** *Physical, emotional, social, and intellectual development of adolescents* →				
Week 4	**4A** *Continued* →			**4B** *Role of the school environment on adolescent growth and development*	
Week 5	**4B** *Continued* →		**4C** *Strategies for optimizing growth and development of adolescents*		
Week 6	**4C** *Continued* →			*Review*	*Test*

Exploring Education Careers

Sample Six Weeks Plan: 55 minute periods

3rd Six Weeks

Note: Because there are so many options for structure and scheduling, field experiences are not cited separately in the block plans. It is assumed that implementing the TEKS encompasses both classroom instruction and coordination of field experiences.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #3 Growth and Development of School-age Children*** ***EKS #4 Growth and Development of Adolescents*** **3D** *Assisting children with routine activities*		**4D** *Helping adolescents manage routine activities and responsibilities*		
Week 2	**3E** *Guidance techniques for school-age children* **4E** *Guidance techniques for adolescents* **1B** *District/campus guidelines for discipline and guidance*			*Continued* →	
Week 3	**3F/4F** *Promoting appreciation for diversity*		**3G/4G** *Impact of child abuse*		**3H/4H** *Reporting child abuse*
Week 4	***EKS #5 Classroom Effectiveness*** **5A** *Importance of teacher flexibility* →				
Week 5	**5B** *Interactions and effectiveness of teachers in elementary, middle, and high school settings*				
Week 6	**5C** *Benefits of special school activities and field trips for students of various ages*			*Review*	*Exam*

Exploring Education Careers

Sample Six Weeks Plan: 55 minute periods

4th Six Weeks

Note: Because there are so many options for structure and scheduling, field experiences are not cited separately in the block plans. It is assumed that implementing the TEKS encompasses both classroom instruction and coordination of field experiences.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	**5D** *Developmentally appropriate methods for promoting learning in the areas of mathematics, language arts, reading, science, social studies, and other subjects** **Initial time would be spent overviewing developmentally appropriate methods for promoting learning in all subject areas, with related field experiences providing broad exposure to all content areas. More in-depth focus and application will occur in the area(s) related to each student's field-site assignment.*				
Week 2	**5D** *Continued, with in-depth focus and application in the following content areas as appropriate in relation to student's field-site assignment:* *Mathematics* *Language Arts* *Reading*	*Continued* →			
Week 3	*Science* *Social Studies* *Other Subjects*	*Continued* →			
Week 4	**5E** *Developmentally appropriate uses of visual media and computer technology with elementary, middle, and high school students*				
Week 5	**5E** *Continued* →			*(Develop and share visual media and computer technology projects)*	
Week 6	**5E** *Continued (and project/sharing)* →			*Review*	*Test*

Exploring Education Careers

Sample Six Weeks Plan: 55 minute periods

5th Six Weeks

Note: Because there are so many options for structure and scheduling, field experiences are not cited separately in the block plans. It is assumed that implementing the TEKS encompasses both classroom instruction and coordination of field experiences.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	**5F** *Develop and conduct lessons/activities appropriate for teaching elementary, middle, and high school-aged students*				
Week 2	**5F** *Continued* →				
Week 3	*Exchange of lesson plans and ideas for Teaching Resource Portfolio*		***EKS #6 Parent and Community Involvement*** **6A** *Needs and opportunities for parental involvement for parents of elementary, middle, and high school-aged students*		
Week 4	**6A** *Continued* →			**6B** *Relationship between a positive home environment and effective learning*	
Week 5	**6B** *Continued* →		**6C** *Support systems and services for families with children in school*		
Week 6	**6D** *Roles and assistance supportive of education appropriate for community members and business/industry representatives*			*Review*	*Test*

Exploring Education Careers

Sample Six Weeks Plan: 55 minute periods

6th Six Weeks

Note: Because there are so many options for structure and scheduling, field experiences are not cited separately in the block plans. It is assumed that implementing the TEKS encompasses both classroom instruction and coordination of field experiences.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #7 Career Opportunities in the Field of Education*** **7A** *Career opportunities in the field of education*			**7B** *Preparation and educational requirements for various levels of employment in the field of education*	
Week 2	**7B** *Continued* →		**7C** *Rewards and demands, including salaries and benefits*		
Week 3	**7D** *Professional organizations in education*		***EKS #8 Employability Skills*** **8A** *Effective methods to secure, maintain, and terminate employment*		
Week 4	**8A** *Continued* **8H** *Management practices facilitating individuals assuming multiple family, community, and wage-earner roles*				
Week 5	*Work on Career Portfolios* →			***EKS #9 Career-Connections Experience*** **9A and 9B** *Culmination of career-connections experiences*	
Week 6	**9A and 9B** *Continued* → *Complete end-of-year requirements related to classroom instruction, coordination of field experiences, evaluation, etc.*			*Review*	*Exam*

Exploring Education Careers

Sample Six Weeks Plan: 90 minute periods

1st Six Weeks

Note: Because there are so many options for structure and scheduling, field experiences are not cited separately in the block plans. It is assumed that implementing the TEKS encompasses both classroom instruction and coordination of field experiences.

<table>
<tr><th></th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>Week 1</td><td colspan="3"><i>Course introduction and orientation to teacher prep policies; overview of classroom instruction & field experience components*</i>
9A and 9B <i>Introduction to career-connections experiences</i>
<i>*If field experiences that include interaction with learners will occur during the first three weeks, essential safety and emergency procedures should be covered as well (2B and 2C).</i></td><td></td><td><i>EKS #8 Employability Skills</i>
<i>Characteristics of an effective teacher</i></td></tr>
<tr><td>Week 2</td><td></td><td colspan="2">8B <i>Management skills</i>
8C <i>Human-relations skills</i>
8D <i>Interpersonal and team-member skills</i>
8E <i>Communication skills</i>
8F <i>Ethical practices</i>
8G <i>Grooming, appearance, and etiquette</i></td><td>→</td><td></td></tr>
<tr><td>Week 3</td><td>8B
8C
8D
8E
8F
8G
<i>Continued</i></td><td></td><td colspan="2"><i>EKS #2 Components of a Safe Learning Environment</i>
2A <i>Health and safety standards for elementary, middle, and high school settings</i></td><td>2B <i>Emergency procedures</i>
2C <i>Safety procedures</i></td></tr>
<tr><td>Week 4</td><td></td><td>2B <i>Continued</i>
2C <i>Continued</i></td><td></td><td>2D <i>Appropriate classroom environmental conditions</i></td><td></td></tr>
<tr><td>Week 5</td><td colspan="3">2E <i>Factors essential to health and safety of students of various ages, including nutrition, physical conditioning, and overall good health</i></td><td></td><td><i>EKS #1 Campus Management Procedures</i>
1A <i>District/campus goals, policies, and procedures</i></td></tr>
<tr><td>Week 6</td><td></td><td>1A <i>Continued</i>
1C <i>Chain of command</i></td><td></td><td><i>Review</i>
<i>Test</i></td><td></td></tr>
</table>

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Exploring Education Careers

Sample Six Weeks Plan: 90 minute periods

2nd Six Weeks

Note: Because there are so many options for structure and scheduling, field experiences are not cited separately in the block plans. It is assumed that implementing the TEKS encompasses both classroom instruction and coordination of field experiences.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #3 Growth and Development of School-age Children*** **3A** *Physical, emotional, social, and intellectual development of school-age children* →				
Week 2		**3B** *Role of the school environment on growth and development* **3C** *Strategies for optimizing growth and development*			
Week 3	***EKS #4 Growth and Development of Adolescents*** **4A** *Physical, emotional, social, and intellectual development of adolescents* →				
Week 4		**4A** *Continued*		**4B** *Role of the school environment on adolescent growth and development*	
Week 5	**4B** *Continued*		**4C** *Strategies for optimizing growth and development of adolescents*		
Week 6		**4C** *Continued*		*Review* *Test*	

Exploring Education Careers

Sample Six Weeks Plan: 90 minute periods

3rd Six Weeks

Note: Because there are so many options for structure and scheduling, field experiences are not cited separately in the block plans. It is assumed that implementing the TEKS encompasses both classroom instruction and coordination of field experiences.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #3 Growth and Development of School-age Children*** ***EKS #4 Growth and Development of Adolescents*** **3D** *Assisting children with routine activities*		**3D** *Continued* **4D** *Helping adolescents manage routine activities and responsibilities*		
Week 2		**3E** *Guidance techniques for school-age children* **4E** *Guidance techniques for adolescents* **1B** *District/campus guidelines for discipline and guidance*			
Week 3	**3F/4F** *Promoting appreciation for diversity*		**3G/4G** *Impact of child abuse* **3H/4H** *Reporting child abuse*		**3G/4G** *Continued* **3H/4H** *Continued*
Week 4		***EKS #5 Classroom Effectiveness*** **5A** *Importance of teacher flexibility*		**5A** *Continued*	
Week 5	**5B** *Interactions and effectiveness of teachers in elementary, middle, and high school settings* ⟶				**5C** *Benefits of special school activities and field trips for students of various ages*
Week 6		**5C** *Continued* *Review*		*Exam*	

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Exploring Education Careers

Sample Six Weeks Plan: 90 minute periods

4th Six Weeks

Note: Because there are so many options for structure and scheduling, field experiences are not cited separately in the block plans. It is assumed that implementing the TEKS encompasses both classroom instruction and coordination of field experiences.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	**5D** *Developmentally appropriate methods for promoting learning in the areas of mathematics, language arts, reading, science, social studies, and other subjects** **Initial time would be spent overviewing developmentally appropriate methods for promoting learning in all subject areas, with related field experiences providing broad exposure to all content areas. More in-depth focus and application will occur in the area(s) related to each student's field-site assignment.*				
Week 2		**5D** *Continued, with in-depth focus and application in the following content areas as appropriate in relation to student's field-site assignment:* *Mathematics* *Language Arts* *Reading* *Science* *Social Studies* *Other Subjects*			
Week 3	**5D** *Continued*		**5D** *Continued*		**5D** *Continued*
Week 4		**5E** *Developmentally appropriate uses of visual media and computer technology with elementary, middle, and high school students*			
Week 5	**5E** *Continued*		5E *Continued* *(Develop and share visual media and computer technology projects)*		
Week 6		5E *Continued* *(and project sharing)*		*Review* *Test*	

Exploring Education Careers

Sample Six Weeks Plan: 90 minute periods

5th Six Weeks

Note: Because there are so many options for structure and scheduling, field experiences are not cited separately in the block plans. It is assumed that implementing the TEKS encompasses both classroom instruction and coordination of field experiences.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	**5F** *Develop and conduct lessons/activities appropriate for teaching elementary, middle, and high school-aged students*				
Week 2		**5F** *Continued*		**5F** *Continued*	
Week 3	*Exchange of lesson plans and ideas for Teaching Resource Portfolio*		***EKS #6 Parent and Community Involvement*** **6A** *Needs and opportunities for parental involvement for parents of elementary, middle, and high school-aged students*		
Week 4		**6A** *Continued*		**6A** ***Continued*** **6B** *Relationship between a positive home environment and effective learning*	
Week 5	**6B** *Continued*		**6C** *Support systems and services for families with children in school* **6D** *Roles and assistance supportive of education appropriate for community members and business/industry representatives*		
Week 6		**6D** *Continued*		*Review* *Test*	

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Exploring Education Careers

Sample Six Weeks Plan: 90 minute periods

6th Six Weeks

Note: Because there are so many options for structure and scheduling, field experiences are not cited separately in the block plans. It is assumed that implementing the TEKS encompasses both classroom instruction and coordination of field experiences.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #7 Career Opportunities in the Field of Education*** **7A** *Career opportunities in the field of education*		**7A** *Continued* **7B** *Preparation and educational requirements for various levels of employment in the field of education*		
Week 2		**7B** *Continued* **7C** *Rewards and demands, including salaries and benefits*		**7C** *Continued*	
Week 3	**7D** *Professional organizations in education*		***EKS #8 Employability Skills*** **8A** *Effective methods to secure, maintain, and terminate employment*		
Week 4		**8A** *Continued* **8H** *Management practices facilitating individuals assuming multiple family, community, and wage-earner roles*			
Week 5	*Work on Career Portfolios*		***EKS #9 Career-Connections Experience*** **9A and 9B** *Culmination of career-connections experiences*		
Week 6		**9A and 9B** *Cont'd* *Complete end-of-year requirements related to classroom instruction, coordination of field experiences, evaluation, etc.* *Review*		*Exam*	

Elementary School Teacher Assistant

Sample Six Weeks Plan: 55 minute periods

1st Six Weeks

Note: Because there are so many options for structure and scheduling, field experiences are not cited separately in the block plans. It is assumed that implementing the TEKS encompasses both classroom instruction and coordination of field experiences.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	*Course introduction and orientation to teacher prep policies; overview of classroom instruction & field experience components** **8A and 8B** *Introduction to career-connections experiences* **If field experiences that include interaction with learners will occur during the first three weeks, essential safety and emergency procedures should be covered as well (2B and 2C).*			***EKS #7 Employability Skills*** **7B** *Management skills* **7C** *Human-relations skills* **7D** *Interpersonal and team-member skills* **7E** *Communication skills* **7F** *Ethical practices* **7G** *Grooming, appearance, and etiquette*	
Week 2	**7B** **7C** **7D** **7E** **7F** **7G** *Continued* →				
Week 3	**7B** **7C** **7D** **7E** **7F** **7G** *Continued* →		***EKS #2 Components of a Safe and Sanitary Environment*** **2A** *Safety and sanitation standards for the elementary school setting*		
Week 4	**2B** *Emergency procedures* **2C** *Safety procedures*	*Continued* →		**2D** *Appropriate environmental conditions for an elementary school classroom*	
Week 5	**2E** *Factors essential to health and safety of children including healthy dietary practices, good daily hygiene, and appropriate apparel*			***EKS #1 Campus Management Procedures*** **1A** *District/campus goals, policies, and procedures*	
Week 6	**1A** *Continued*	**1C** *Chain of command* →		*Review*	*Test*

Elementary School Teacher Assistant

Sample Six Weeks Plan: 55 minute periods

2nd Six Weeks

Note: Because there are so many options for structure and scheduling, field experiences are not cited separately in the block plans. It is assumed that implementing the TEKS encompasses both classroom instruction and coordination of field experiences.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #3 Growth and Development of School-age Children*** **3A** *Physical, emotional, social, and intellectual development of school-age children including those with special needs and disabilities*				
Week 2	**3A** *Continued* →				
Week 3	**3B** *Role of the school environment on growth and development*		**3C** *Strategies for optimizing growth and development of school-age children*		
Week 4	**3C** *Continued*	**3D** *Assisting children with routine activities* →			
Week 5	**3E** *Developmentally appropriate guidance techniques for school-age children* **1B** *School district and campus guidelines for discipline and guidance* →				
Week 6	**3E** **1B** *Continued* →			*Review*	*Test*

Elementary School Teacher Assistant

Sample Six Weeks Plan: 55 minute periods

3rd Six Weeks

Note: Because there are so many options for structure and scheduling, field experiences are not cited separately in the block plans. It is assumed that implementing the TEKS encompasses both classroom instruction and coordination of field experiences.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #3 Growth & Development of School-age Children (continued)*** **3F** *Developmentally appropriate practices that promote children's appreciation for diversity*			**3G** *Impact of child abuse on children and families*	
Week 2	**3H** *Reporting child abuse* →		***EKS #4 Classroom Effectiveness*** **4A** *Importance of teacher flexibility* →		
Week 3	**4A** *Continued* →			**4B** *Interactions and effectiveness of teachers in elementary school settings*	
Week 4	**4B** *Continued* →				
Week 5	**4C** *Benefits of special school activities and field trips* →				
Week 6	**4C** *Continued* →			*Review*	*Exam*

Elementary School Teacher Assistant

Sample Six Weeks Plan: 55 minute periods

4th Six Weeks

Note: Because there are so many options for structure and scheduling, field experiences are not cited separately in the block plans. It is assumed that implementing the TEKS encompasses both classroom instruction and coordination of field experiences.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	**4D** *Developmentally appropriate methods for assisting children in the areas of mathematics, language arts, reading, science, and other subjects** **Initial time would be spent overviewing developmentally appropriate methods for promoting learning in all subject areas, with related field experiences providing broad exposure to all content areas. More in-depth focus and application will occur in the area(s) related to each student's field-site assignment.*				
Week 2	**4D** *Continued, with in-depth focus and application in the specialized content areas as appropriate in relation to student's field-site assignment:* *Mathematics* *Language Arts* *Reading*	*Continued* →			
Week 3	*Science* *Other Subjects*	*Continued* →			
Week 4	**4F** *Effective visual media for the elementary school classroom* →				
Week 5	**4F** *Continued* →			*(Develop and share visual media and computer technology projects)*	
Week 6	**4F** *Continued (and project/sharing)* →			*Review*	*Test*

Elementary School Teacher Assistant

Sample Six Weeks Plan: 55 minute periods

5th Six Weeks

Note: Because there are so many options for structure and scheduling, field experiences are not cited separately in the block plans. It is assumed that implementing the TEKS encompasses both classroom instruction and coordination of field experiences.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	**4E** *Develop and conduct lessons appropriate for teaching elementary school-aged children*				
Week 2	**4E** *Continued* →				
Week 3	**4E** *Continued*	*Exchange of lesson plans and ideas for Teaching Resource Portfolio* →			
Week 4	***EKS #5 Parental Involvement*** **5A** *Needs and opportunities for parental involvement for parents of elementary school-aged children*				
Week 5	**5A** *Continued*	**5B** *Relationship between a positive home environment and effective learning*			
Week 6	**5C** *Support systems and services for families of school-aged children*			*Review*	*Test*

Elementary School Teacher Assistant

Sample Six Weeks Plan: 55 minute periods

6th Six Weeks

Note: Because there are so many options for structure and scheduling, field experiences are not cited separately in the block plans. It is assumed that implementing the TEKS encompasses both classroom instruction and coordination of field experiences.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #6 Career Opportunities in the Field of Education*** **6A** *Career opportunities in the field of education*			**6B** *Preparation and educational requirements for various levels of employment in the field of education* **6C** *Rewards and demands, including salaries and benefits*	
Week 2	**6B** **6C** *Continued* →				
Week 3	**6D** *Professional organizations specific to the field of education*		***EKS #7 Employability Skills*** **7A** *Effective methods to secure, maintain, and terminate employment*		
Week 4	**7A** *Continued* **7H** *Management practices facilitating individuals assuming multiple family, community, and wage-earner roles*				
Week 5	*Work on Career Portfolios* →			***EKS #8 Career-Connections Experience*** **8A and 8B** *Culmination of career-connections experiences*	
Week 6	**8A and 8B** *Continued* → *Complete end-of-year requirements related to classroom instruction, coordination of field experiences, evaluation, etc.*			*Review*	*Exam*

Elementary School Teacher Assistant

Sample Six Weeks Plan: 90 minute periods

1st Six Weeks

Note: Because there are so many options for structure and scheduling, field experiences are not cited separately in the block plans. It is assumed that implementing the TEKS encompasses both classroom instruction and coordination of field experiences.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	*Course introduction and orientation to teacher prep policies; overview of classroom instruction & field experience components** **8A and 8B** *Introduction to career-connections experiences* **If field experiences that include interaction with learners will occur during the first three weeks, essential safety and emergency procedures should be covered as well (2B and 2C).*				***EKS #7 Employability Skills*** *Characteristics of an effective teacher*
Week 2		**7B** *Management skills* **7C** *Human-relations skills* **7D** *Interpersonal and team-member skills* **7E** *Communication skills* **7F** *Ethical practices* **7G** *Grooming, appearance, and etiquette*		→	
Week 3	**7B** **7C** **7D** **7E** **7F** **7G** *Continued*		***EKS #2 Components of a Safe and Sanitary Environment*** **2A** *Safety and sanitation standards for the elementary school setting*		**2B** *Emergency procedures* **2C** *Safety procedures*
Week 4		**2B** *Continued* **2C** *Continued*		**2D** *Appropriate environmental conditions for an elementary school classroom*	
Week 5	**2E** *Factors essential to health and safety of children including healthy dietary practices, good daily hygiene, and appropriate apparel*				***EKS #1 Campus Management Procedures*** **1A** *District/campus goals, policies, and procedures*
Week 6		**1A** ***Continued*** **1C** *Chain of command*		*Review* *Test*	

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Elementary School Teacher Assistant

Sample Six Weeks Plan: 90 minute periods

2nd Six Weeks

Note: Because there are so many options for structure and scheduling, field experiences are not cited separately in the block plans. It is assumed that implementing the TEKS encompasses both classroom instruction and coordination of field experiences.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #3 Growth and Development of School-age Children*** **3A** *Physical, emotional, social, and intellectual development of school-age children including those with special needs and disabilities*				
Week 2		**3A** *Continued*		**3A** *Continued*	
Week 3	**3B** *Role of the school environment on growth and development*		**3C** *Strategies for optimizing growth and development of school-age children*		**3C** *Continued*
Week 4		**3D** *Assisting children with routine activities*		**3D** *Continued*	
Week 5	**3E** *Developmentally appropriate guidance techniques for school-age children* **1B** *School district and campus guidelines for discipline and guidance* →				
Week 6		**3E** **1B** *Continued*		*Review* *Test*	

Elementary School Teacher Assistant

Sample Six Weeks Plan: 90 minute periods

3rd Six Weeks

Note: Because there are so many options for structure and scheduling, field experiences are not cited separately in the block plans. It is assumed that implementing the TEKS encompasses both classroom instruction and coordination of field experiences.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #3 Growth & Development of School-age Children (continued)*** **3F** *Developmentally appropriate practices that promote children's appreciation for diversity*				**3G** *Impact of child abuse on children and families*
Week 2		**3H** *Reporting child abuse*		***EKS #4 Classroom Effectiveness*** **4A** *Importance of teacher flexibility*	
Week 3	**4A** *Continued*		**4A** *Continued*		**4B** *Interactions and effectiveness of teachers in elementary school settings*
Week 4		**4B** *Continued*		**4B** *Continued*	
Week 5	**4C** *Benefits of special school activities and field trips* →				
Week 6		**4C** *Continued* *Review*		*Exam*	

Elementary School Teacher Assistant

Sample Six Weeks Plan: 90 minute periods

4th Six Weeks

Note: Because there are so many options for structure and scheduling, field experiences are not cited separately in the block plans. It is assumed that implementing the TEKS encompasses both classroom instruction and coordination of field experiences.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	**4D** *Developmentally appropriate methods for assisting children in the areas of mathematics, language arts, reading, science, and other subjects** **Initial time would be spent overviewing developmentally appropriate methods for promoting learning in all subject areas, with related field experiences providing broad exposure to all content areas. More in-depth focus and application will occur in the area(s) related to each student's field-site assignment.*				
Week 2		**4D** *Continued, with in-depth focus and application in specialized content areas as appropriate in relation to student's field-site assignment:* *Mathematics* *Language Arts* *Reading* *Science* *Other Subjects*			
Week 3	**4D** *Continued*		**4D** *Continued*		**4D** *Continued*
Week 4		**4F** *Effective visual media for the elementary school classroom*		**4F** *Continued*	
Week 5	**4F** *Continued*		4F *Continued* *(Develop and share visual media and computer technology projects)*		
Week 6		4F *Continued* *(and project sharing)*		*Review* *Test*	

Elementary School Teacher Assistant

Sample Six Weeks Plan: 90 minute periods

5th Six Weeks

Note: Because there are so many options for structure and scheduling, field experiences are not cited separately in the block plans. It is assumed that implementing the TEKS encompasses both classroom instruction and coordination of field experiences.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	**4E** *Develop and conduct lessons appropriate for teaching elementary school-aged children* →				
Week 2		**4E** *Continued*		**4E** *Continued*	
Week 3	**4E** *Continued*		*Exchange of lesson plans and ideas for Teaching Resource Portfolio*		
Week 4		***EKS #5 Parental Involvement*** **5A** *Needs and opportunities for parental involvement for parents of elementary school-aged children*			
Week 5	**5A** *Continued*		**5B** *Relationship between a positive home environment and effective learning*		
Week 6		**5C** *Support systems and services for families of school-aged children*		*Review* *Test*	

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Elementary School Teacher Assistant

Sample Six Weeks Plan: 90 minute periods

6th Six Weeks

Note: Because there are so many options for structure and scheduling, field experiences are not cited separately in the block plans. It is assumed that implementing the TEKS encompasses both classroom instruction and coordination of field experiences.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #6 Career Opportunities in the Field of Education*** **6A** *Career opportunities in the field of education*		**6A** *Continued* **6B** *Preparation and educational requirements for various levels of employment in the field of education* **6C** *Rewards and demands, including salaries and benefits*		
Week 2		**6B** **6C** *Continued*		**6B** **6C** *Continued*	
Week 3	**6D** *Professional organizations specific to the field of education*		***EKS #7 Employability Skills*** **7A** *Effective methods to secure, maintain, and terminate employment*		
Week 4		**7A** *Continued* **7H** *Management practices facilitating individuals assuming multiple family, community, and wage-earner roles*			
Week 5	*Work on Career Portfolios*		***EKS #8 Career-Connections Experience*** **8A and 8B** *Culmination of career-connections experiences*		
Week 6		**8A and 8B** *Cont'd* *Complete end-of-year requirements related to classroom instruction, coordination of field experiences, evaluation, etc.* *Review*		*Exam*	

Six Weeks Plan
55 minute periods

________ Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					

Six Weeks Plan
90 minute periods

______ Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					

Essential Knowledge and Skills
Course Crosswalk

NOTE TO THE TEACHER

The *Education Careers Teacher Resource Guide* was written as an instructional resource for three separate courses: Exploring Education Careers, Elementary School Teacher Assistant, and Elementary School Teaching Internship. Although the essential knowledge and skills (TEKS) for all three courses are extremely similar, numbers vary and there are differences in exact wording of TEKS for Exploring Education Careers and TEKS for Elementary School Teacher Assistant/Internship. The latter two courses are targeted toward the elementary school setting (Pre-K through 3rd grade), while Exploring Education Careers covers the broader range of elementary, middle, and/or high school.

Therefore, instructional strategies are presented in sections, which correspond to the numbered essential knowledge and skills for Exploring Education Careers. For example, Section 1 covers TEKS 1A, 1B, and 1C of Exploring Education Careers; it also covers TEKS 1A, 1B, and 1C of Elementary School Teacher Assistant/Internship. However, Section 4 is exclusive to Exploring Education Careers, because it addresses influences on adolescent growth and development, which are not covered in Elementary School Teacher Assistant/Internship. TEKS 5 for Exploring Education Careers is parallel to TEKS 4 for Elementary School Teacher Assistant/Internship, and so forth thereafter. It is not as complicated as it might sound, because the front page of each section clearly states which TEKS are covered for each course and also notes where differences in numbering or wording exist for the Elementary School Teacher Assistant/Internship courses.

A crosswalk of TEKS for all three courses is presented on pages 30-32 to provide a clear picture of differences in numbering and wording of essential knowledge and skills between Exploring Education Careers and Elementary School Teacher Assistant/Internship. Since sections within the guide correspond directly to numbered TEKS for Exploring Education Careers, teachers of Elementary School Teacher Assistant and Elementary School Teaching Internship can refer to this crosswalk to identify differences at a glance.

Exploring Education Careers	Elementary School Teacher Assistant Elementary School Teaching Internship
(1) **School district and campus management procedures.** The student determines effective school district and campus management procedures appropriate for various instructional settings. The student is expected to: (A) Adhere to school district and campus goals, policies, and procedures; (B) Adhere to school district and campus guidelines for discipline and guidance; and (C) Identify the chain of command and responsibilities of school district and campus employees.	(1) **School district and campus management procedures.** The student determines effective school district and campus management procedures for the elementary school setting. The student is expected to: (A) Adhere to school district and campus goals, policies, and procedures for the elementary school; (B) Adhere to school district and campus guidelines for discipline and guidance; and (C) Identify the chain of command and responsibilities of school district and campus employees.
(2) **School district and campus management procedures.** The student analyzes the components of a school environment that is safe and conducive to learning. The student is expected to: (A) Evaluate health and safety standards appropriate for the elementary, middle, and high school settings; (B) Demonstrate emergency procedures; (C) Demonstrate safety procedures; (D) Identify environmental conditions appropriate for elementary, middle, and high school classroom settings; and (E) Describe factors essential to the health and safety of students of various ages, including good nutrition, physical conditioning, and overall good health.	(2) **School district and campus management procedures.** The student analyzes the components of a safe and sanitary environment for the elementary school setting. The student is expected to: (A) Evaluate safety and sanitation standards for the elementary school setting; (B) Demonstrate emergency procedures; (C) Demonstrate safety procedures; (D) Identify environmental conditions appropriate for an elementary school classroom setting; and (E) Describe factors essential to the health and safety of children including healthy dietary practices, good daily hygiene, and appropriate apparel for children of various ages.
(3) **Influences on child growth and development.** The student examines influences affecting the growth and development of young children including those with special needs and disabilities. The student is expected to: (A) Analyze the physical, emotional, social, and intellectual development of school-age children; (B) Analyze the role of the school environment on the growth and development of school-age children; (C) Summarize strategies for optimizing the growth and development of school-age children; (D) Demonstrate ways to assist children with routine activities; (E) Describe developmentally appropriate guidance techniques for school-age children; (F) Identify developmentally appropriate practices that promote children's appreciation for diversity; (G) Discuss the impact of child abuse on children and families; and (H) Identify responsibilities and procedures for citizens to report child abuse.	(3) **Influences on child growth and development.** The student examines influences affecting the growth and development of young children including those with special needs and disabilities. The student is expected to: (A) Analyze the physical, emotional, social, and intellectual development of school-age children; (B) Analyze the role of the school environment on the growth and development of the school-age children; (C) Summarize strategies for optimizing the growth and development of school-age children; (D) Demonstrate ways to assist children with routine activities; (E) Describe developmentally appropriate guidance techniques for school-age children; (F) Identify developmentally appropriate practices that promote children's appreciation for diversity; (G) Discuss the impact of child abuse on children and families; and (H) Identify responsibilities and procedures for citizens to report child abuse.

Exploring Education Careers	Elementary School Teacher Assistant Elementary School Teaching Internship
(4) **Influences on adolescent growth and development.** The student examines influences affecting the growth and development of adolescents including those with special needs and disabilities. The student is expected to: (A) Analyze the physical, emotional, social, and intellectual development of adolescents; (B) Analyze the role of the school environment on the growth and development of adolescents; (C) Summarize strategies for optimizing the growth and development of adolescents; (D) Demonstrate ways to promote adolescents' ability to manage routine activities and responsibilities; (E) Describe developmentally appropriate guidance techniques for adolescents; (F) Identify developmentally appropriate practices that promote adolescents' appreciation for diversity; (G) Discuss the impact of abuse on adolescents and families; and (H) Identify responsibilities and procedures for citizens to report abuse to minors.	
(5) **Classroom effectiveness.** The student analyzes procedures and strategies providing effective learning opportunities for students including those with disabilities or other special needs. The student is expected to: (A) Explain the importance of the teacher being flexible when addressing varying situations in the elementary, middle, and high school settings; (B) Examine the interactions and effectiveness of teachers in elementary, middle, and high school settings; (C) Determine the benefits of special school activities and field trips for students of various ages; (D) Identify developmentally appropriate methods for promoting learning in the areas of mathematics, language arts, reading, science, social studies, and other subjects; (E) Identify developmentally appropriate uses of visual media and computer technology with elementary, middle, and high school students; and (F) Develop and conduct lessons/activities appropriate for teaching elementary, middle, and/or high school-aged students.	(4) **Classroom effectiveness.** The student analyzes procedures and strategies providing effective learning opportunities for children including those with disabilities or other special needs. The student is expected to: (A) Explain the importance of the teacher being flexible when addressing varying situations in the elementary school setting; (B) Examine the interactions and effectiveness of teachers in the elementary school setting; (C) Determine the benefits of special school activities and field trips; (D) Identify methods for assisting children in the areas of mathematics, language arts, reading, science, and other subjects when applicable; (E) Develop a lesson for teaching elementary school-aged children; and (F) Exhibit effective visual media for the elementary school classroom.
(6) **Parent and community involvement.** The student determines appropriate procedures to promote the active involvement of parents and other community members in the education process. The student is expected to: (A) Identify needs and opportunities for parental involvement for parents of elementary, middle, and high school-aged students; (B) Describe the relationship between a positive home environment and effective learning; (C) Identify support systems and services for families with children in school; (D) Describe roles and assistance supportive of education appropriate for community members and representatives of business/industry.	(5) **Parental involvement.** The student determines appropriate procedures to promote active parental involvement in the elementary school setting. The student is expected to: (A) Identify needs and opportunities for parental involvement for parents of elementary school-aged children; (B) Describe the relationship between a positive home environment and effective learning; and (C) Identify support systems and services for families with school-aged children.

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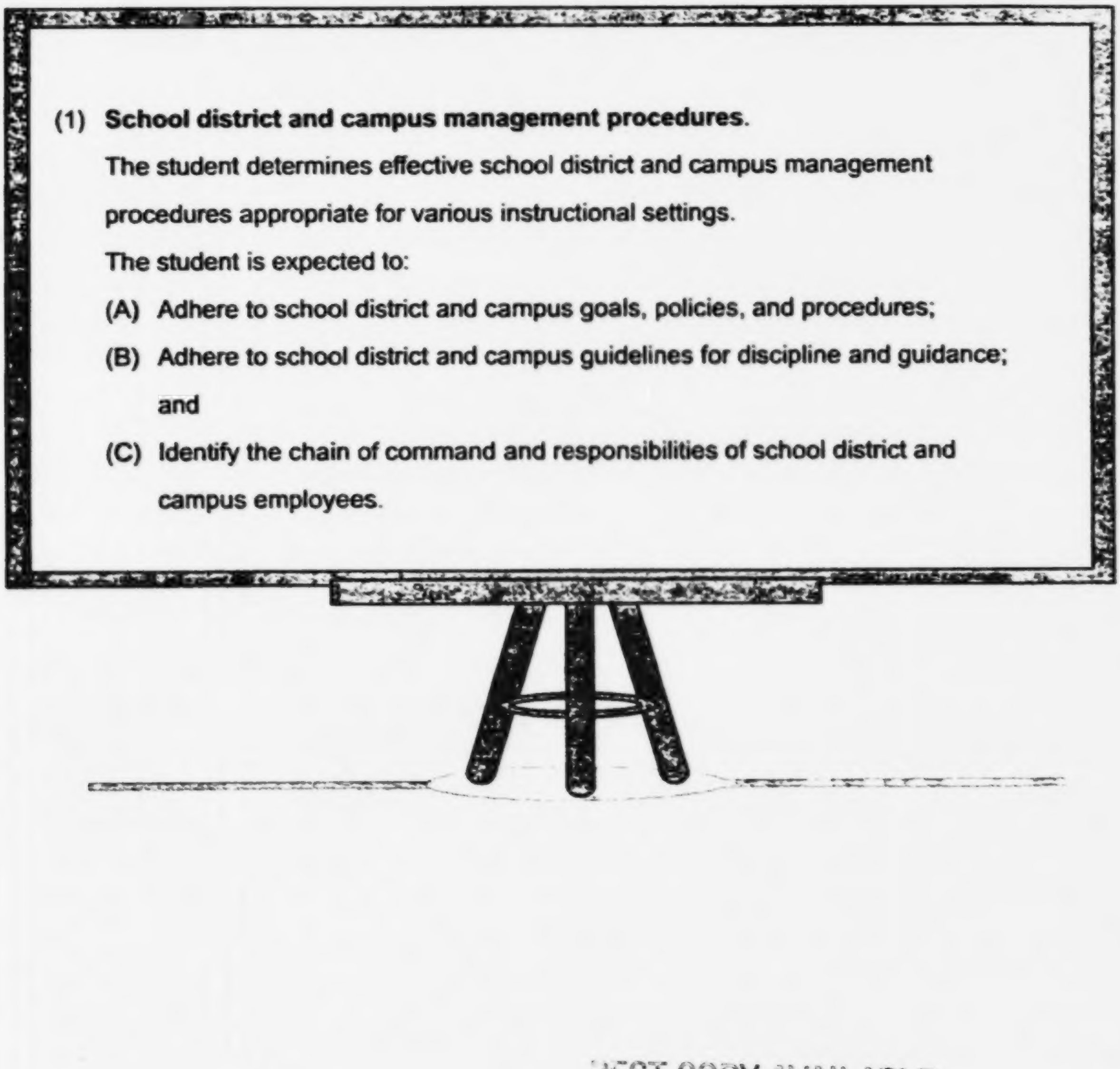
Exploring Education Careers	Elementary School Teacher Assistant Elementary School Teaching Internship
(7) **Career preparation for the field of education.** The student determines career opportunities in the field of education. The student is expected to: (A) Identify career opportunities available in the field of education; (B) Determine preparation and educational requirements for various levels of employment in the field of education; (C) Determine rewards and demands including salaries and benefits for various levels of employment in the field of education; and (D) Identify professional organizations specific to the field of education.	(6) **Career preparation for the field of education.** The student determines career opportunities in the field of education. The student is expected to: (A) Identify career opportunities available in the field of education; (B) Determine preparation and educational requirements for various levels of employment in the field of education; (C) Determine rewards and demands including salaries and benefits for various levels of employment in the field of education; and (D) Identify professional organizations specific to the field of education.
(8) **Career preparation for the field of education.** The student exhibits employability skills. The student is expected to: (A) Demonstrate effective methods to secure, maintain, and terminate employment; (B) Demonstrate effective management skills; (C) Practice positive human-relations skills; (D) Determine interpersonal and team member skills and attitudes appropriate for educators; (E) Demonstrate positive and effective communication skills; (F) Exhibit ethical practices; (G) Demonstrate appropriate grooming, appearance, and etiquette expected for those employed in the field of education; and (H) Describe management practices facilitating individuals assuming multiple family, community, and wage-earner roles.	(7) **Career preparation for the field of education.** The student exhibits employability skills. The student is expected to: (A) Demonstrate effective methods to secure, maintain, and terminate employment; (B) Demonstrate effective management skills; (C) Practice positive human-relations skills; (D) Determine interpersonal skills and attitudes appropriate for the workplace; (E) Demonstrate positive and effective communication skills; (F) Exhibit ethical practices; (G) Demonstrate appropriate grooming, appearance, and etiquette expected for those employed in the field of education; and (H) Describe management practices facilitating individuals assuming multiple family, community, and wage-earner roles.
(9) **Career preparation for the field of education.** The student completes a supervised career-connections experience applying knowledge and skills developed through study and experiences in the study of education careers. The student is expected to: (A) Determine home and business applications of knowledge and skills developed through study and experiences in the study of education careers; and (B) Utilize a career-connections experience to demonstrate occupational applications of competencies developed through the study and experiences in the study of education careers.	(8) **Career preparation.** The student completes a supervised career-connections experience applying knowledge and skills developed through study and experiences as an elementary school teacher assistant. The student is expected to: (A) determine home and business applications of knowledge and skills developed through study and experiences as an elementary school teacher assistant; and (B) utilize a career-connections experience to demonstrate occupational applications of competencies developed through the study and experiences as an elementary school teacher assistant.

Section 1

- ***Exploring Education Careers TEKS 1***
- ***Elementary School Teacher Assistant TEKS 1***
- ***Elementary School Teaching Internship TEKS 1***



(1) **School district and campus management procedures.**

The student determines effective school district and campus management procedures appropriate for various instructional settings.

The student is expected to:

(A) Adhere to school district and campus goals, policies, and procedures;

(B) Adhere to school district and campus guidelines for discipline and guidance; and

(C) Identify the chain of command and responsibilities of school district and campus employees.

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TOPICAL OUTLINE

- **1A** School District and Campus Goals, Policies, and Procedures

- **1B** Discipline and Guidance
    - Consequences
    - Rewards
    - Aids to Effective Discipline
        - Planning
        - Rules
        - Consistency
        - Positive Conflict Resolution
        - Assertive Discipline
        - Names of Students
        - Documenting Disciplinary Actions
        - Teacher Attitude
        - School Uniforms
  - Campus Handbook/Student Code of Conduct

- **1C** Federal and State Laws and Rules
  - School District/Campus Chain of Command

A*

1A) Adhere to school district and campus goals, policies, and procedures.

Note to teacher: A section on **Blended Activities** is included in this guide. Two recommended projects are a Career Portfolio, in which students can compile items to use in employment applications and interviews, and a Teaching Resource Portfolio, which is a compilation of teaching resource items and ideas for classroom use now and in the future. If these projects are implemented, students should be reminded throughout the course of appropriate items that may be included in their portfolios.

Note to teacher: As stated in strategy 1A4, the term "student's parent" is used to mean parent or guardian throughout this guide. The term "parent/guardian" has not always been used for the sake of simplicity, but it is important to note that it is always inferred.

School District and Campus Goals, Policies, and Procedures

1A1) Ask students to define the word *policy*. *Policy* is a definite course or method of action selected to determine present and future decisions. Have students explain how they think school policies impact students, teachers, and others.

Have students conduct research on current issues related to education policies, such as school uniforms, busing, and censorship. Lead students to discuss how policies concerning such issues would affect both students and teachers.

TAKS READING

1A2) Have students research examples and sources of school district policies. Examples include the U.S. Congress, State Legislature (state laws), and local boards of education (local policies).

TAKS SOCIAL STUDIES

1A3) If obtainable, acquire a copy of school district and campus goals. Explain to students that a shared goal of all schools is to enhance students' learning and prepare students for leadership in their eventual roles as citizens.

Divide the class into groups. Allow students time to formulate their own goals for an ideal school. Lead students to share goals with the whole group.

1A4) Obtain a copy of school district and campus handbooks. Explain that such handbooks contain useful information that students and parents need to insure a successful school year. Clarify with students the term in the handbook, *the student's parent*, which can mean parent, legal guardian, or other person assuming legal authority.

TAKS READING

Review district and campus goals, policies, and procedures with students. Guide students to better understand various goals, policies, and procedures through questioning and having students restate some items in their own words.

TA1 Student Handbook Topics

Lead students to analyze various policies through class discussion of various policies. Possible topics for discussion are included in Teaching Aid 1, ***Student Handbook Topics***. Using the local district's campus/student handbook, assign each student a topic to research and report back to the class. Suggested presentation forms include PowerPoint, poster, oral presentation, skit, or role-play of topic. Note that not all topics listed on the teaching aid will be found in the district's handbook.

TAKS WRITING

1A5) Invite a representative from the district's school administration (superintendent, principal, assistant principal) to explain the significance of the district's policies and procedures and the importance of adhering to them.

1A6) Divide the class into small groups. Using the campus goals, policies, and procedures, have groups write scenarios in which these procedures were correctly followed OR create an incident in which the policies were NOT followed. Have students share various scenarios with the class. Lead a class discussion about the importance of adhering to campus goals, policies, and procedures.

Key Questions

- What are potential consequences of not adhering to district and campus goals, policies, and procedures?
- Why is it essential that a teacher understand and adhere to district and campus goals, policies, and procedures?

Suggested Resources – Section 1A

- Local School District and Campus Handbooks
- *Reaching to Teach*: Chapter 4 and Chapter 6 (see Degree of Self-Governance on pages 152-153)

A*

1B) Adhere to school district and campus guidelines for discipline and guidance.

Note to teacher: Since discipline and classroom management are areas of concern for beginning teachers, extra emphasis has been given to this area. Classroom management, which deals with the organization within a smooth-running classroom, is covered in more depth in Section 5.

Discipline and Guidance

Discipline, or lack thereof, in the classroom affects both the veteran teacher as well as the new teacher. An accurately administered, prescribed discipline plan can make the difference in a teacher enjoying the class and being able to impart knowledge to the students. Teacher burnout and the inability to transfer knowledge to the students results from not having a discipline plan.

Having a classroom where discipline is enforced promotes the assurance of safety for the students. If students feel they can come into a classroom and know that they will not be attacked, belittled, or put down by another student, then a feeling of safety is fostered. This need to feel safe for students in the classroom has become more prevalent every year with the dramatic increase in school violence.

1B1) Lead a class discussion to introduce the concepts of discipline and guidance, posing the following questions:

Key Questions

- What comes to mind when people hear the word *discipline*?
- What are examples of past experiences involving classroom discipline?
- Can discipline be positive, or is discipline only negative? Explain.

Have students view a videotape on thoughts and ideas about guidance and discipline, such as *The Teacher's View*, available from The Curriculum Center for Family and Consumer Sciences.

TAKS READING

1B2) From *Reaching to Teach*, have students complete Worksheet 5.1, Discipline Clarification Activity (page 291). Have students rank order each statement from 1 to 8, with 1 being the position closest to each student's own opinion regarding discipline. Lead students to compare and discuss their responses.

TAKS READING TAKS WRITING

Have students read the corresponding section, Your Philosophy, on pages 267-269 of *Reaching to Teach*. Then have students complete Worksheet 5.2, Discipline System Criteria (page 292). Assign each student to write an essay stating a personal discipline philosophy, including a rationale for discipline and basic criteria for an effective discipline system within the classroom. After reading and providing individual feedback on students' essays, have students keep the philosophy statements for future changes and refinements as they participate in field experiences throughout the course. **Note**: The personal discipline philosophy may be included in the student's Career Portfolio.

1B3) Have students discuss the effects of an undisciplined classroom on the potential for learning. Ask them to suggest ways that a disciplined, orderly classroom contributes to learning. Point out that discipline creates a well-ordered classroom and an atmosphere for high academic performance.

TAKS READING

TA2 Reasons for Discipline

Have students read pages 266-267, Why Discipline?, in *Reaching to Teach*. Display Teaching Aid 2, ***Reasons for Discipline***, and review with students each of the reasons shown for implementing an effective discipline plan.

TA3 Styles of Discipline

1B4) Display Teaching Aid 3, ***Styles of Discipline***, and show students the three styles of discipline. The three styles are: Authoritarian/ Autocratic, Democratic, and Permissive. Divide the class into three groups, and assign each group one of the three styles of discipline to research. Then have each group report their findings and predict the behavior of students, and resulting consequences, under each of the styles of discipline.

Consequences

A major function of classroom discipline is the consequences. Rules should have clearly defined consequences. Consequences need to be logical, or make sense to the student. The consequences of a rule need to correspond to the rule. In other words, the punishment needs to fit the error in behavior. If consequences seem logical and are directly related to breaking the rule, then students are more likely to comply quickly and follow the discipline plan.

Consequences can either be negative or positive. A negative consequence for not obeying a rule would be a penalty. A positive consequence for obeying the rule would be a reward. Both negative and positive consequences are necessary to guide the behavior of students and create a well-disciplined classroom. Consequences will also need to be posted in the classroom alongside the rules. A hard copy should also be given to students and to the parents.

1B5) Ask students to define the word *consequences*. Have students share an example of something they or other students have done and the consequence that was a result of the action. For example, if students do not study for a test, the logical consequence would be making a bad grade.

1B6) Have students use computer software to create a chart like the following. Ask students to suggest logical and illogical consequences for each of the student behaviors. Have them brainstorm additional negative student behaviors and corresponding consequences.

	Student Behavior	Logical Consequences	Illogical Consequences
Ex.	Does not have textbook for class	Does without for that period	Uses teacher's book
1.	Tardy		
2.	Doesn't do homework		
3.	Slams door		
4.	Talks to neighbor		
5.			
6.			

Have students create discipline-related scenarios using other students' behavior lists. Instruct students to provide both logical and illogical consequences as a result of the behavior. Have students role-play an appropriate response to each of the scenarios.

TAKS WRITING

1B7) Assign students the task of finding real-life examples of the consequences that follow when rules are broken. One example might include a no parking sign that lists the consequence for illegally parking (consequence is the car being towed). Another real-life example would be an advertisement for a credit card that states the penalty for not making a payment.

1B8) Have students read and discuss each of the Nonverbal and Low-Key Interventions from pages 283-284 of *Reaching to Teach*. Instruct students to choose one or more of the interventions to practice in the field-site classroom. Have students obtain permission from the field-site teacher prior to the assignment. Following the intervention practice, have students discuss the experience with the field-site teacher and write an evaluation of the experience.

TAKS READING

Field Experience

Rewards

1B9) Ask students to define *rewards*. *Rewards* may be defined as motivational tools to modify students' behavior. Ask students when they think it is appropriate to use rewards in the classroom. In dealing with discipline, the opposite of a negative consequence is a reward. Rewards should be given as positive reinforcement for desired behavior. Rewards cultivate a positive classroom environment, and are in contrast to punishing negative behavior.

1B10) Lead students to brainstorm rewards that might be used to motivate students in the classroom. Examples are listed below.
- Picture posted in the hall
- Assistant teacher for a day/week
- Homework pass
- Student of the day/week
- Free time at end of class
- Merchant coupons
- Food/candy
- Extra time on the classroom computer
- Special field trip

Lead a class discussion on the validity of rewards for good behavior. Critics say that students should demonstrate good behavior on their own merit, rather than doing it for a reward. Point out that adults like to be given a pat on the back in some form for good behavior. Students are no different from adults and like to be rewarded for good behavior. Rewards in the classroom can take several different forms. Some rewards involve class time, recognition, or tangible awards of something that is a monetary purchase or donation. As with rules, rewards should be clearly outlined and posted beforehand. Students should always know the desired classroom behavior and what is expected of them in order to earn a reward.

Key Questions

- Which rewards do you think would be most effective for students?
- What factors determine which rewards a teacher might use? (i.e., age of students, time of day)
- How does the developmental stage of students affect rewards that would be appropriate to use in a given classroom?
- What are examples of rewards that might be used for students in various grade levels?

Aids to Effective Discipline

Planning. For a well-disciplined classroom, the teacher must first decide the behavior desired in the students. The key to establishing an ordered classroom is thoughtful planning. Planning strategies for desired behavior and then deciding how to accomplish these strategies is a major part of discipline.

1B11) Draw a line down the middle of the chalkboard or overhead transparency. Have students list characteristics of a well-disciplined classroom on one side and characteristics of an undisciplined classroom on the other side of the board.

TAKS READING TAKS WRITING

Assign students to read pages 271-272, Planning, in *Reaching to Teach*. Have students write an essay on how planning helps prevent discipline problems in the classroom. Ask students to draw upon the material they read, as well as their observations through field experiences or their own past classroom experiences.

Rules. Planning for an orderly classroom leads to the creation of classroom rules. Every teacher's rules should be tailor-made. The classroom rules should correlate directly to the desired student behavior. In order to be effective, rules must be general enough to be flexible, but specific enough to be understood by all students.

Rules should be written down and posted in the classroom so that all students are aware of the rules and understand them. It is important to avoid having too many rules because students are not able to understand or remember a lot of rules. Students should be given a printed copy of the rules as they are introduced and explained. A copy of the rules should also be sent home to parents/guardians.

1B12) Divide the class into groups. Give groups a three-minute time limit. Assign groups to list as many classroom rules as they can in the allotted time. Students may think of rules they have encountered in prior classroom experiences or observed in their field-site classrooms. Lead students to share rules with the entire class.

TA4 Classroom Rules

1B13) Display a transparency of Teaching Aid 4, ***Classroom Rules***, which lists general and specific rules. Have students add examples of additional rules to the list that they would desire to implement in a classroom where they would be teaching. Examples of common classroom rules for elementary students are cited on pages 275-276 in *Reaching to Teach*.

Field Experience

1B14) Ask students why they think it is important for classroom rules to be in written form and available to students and parents/guardians. Have them ask field-site or other teachers what methods they use to communicate classroom rules to appropriate persons. Have students summarize responses and report findings to the class.

TAKS WRITING

Assign students to write a sample letter to a parent or guardian that communicates information about classroom rules. An example is provided on page 277 of *Reaching to Teach*.

Consistency. Once rules, consequences, and rewards have been planned, explained, and implemented, they must be enforced consistently. From the very first day of school, rules must be explained and modeled numerous times. A clear understanding of the rules and the consequences will help to ensure a well-disciplined classroom. Practicing rules consistently, every single time, convinces students that the rules are always to be followed. Students will intentionally test the rules in order to see if the teacher is going to consistently enforce the rules. Once the rules have been consistently enforced, students will normally settle into a pattern of obeying the rules.

Field Experience

1B15) Ask students to define the word *consistent*. Have students brainstorm examples of someone being consistent in their actions. Ask a student to read the above rationale for consistency in enforcing classroom rules. Lead students to discuss and elaborate the information presented. Have students work in groups to develop examples of specific ways they could promote a well-disciplined classroom through consistent actions in their roles with learners in field-site classrooms.

Positive Conflict Resolution

TA5 Positive Conflict Resolution

TAKS WRITING

1B16) Provide students with a copy of Teaching Aid 5, ***Positive Conflict Resolution***. Divide the class into groups. Using the ten positive conflict resolutions listed, have each group of students write a scenario involving students in a classroom using one of the positive conflict resolutions. Ask students to specify age of students and the particular subject of the classroom. Have each group perform the scenario for the class. Discuss each positive resolution with the class.

Assertive Discipline

TAKS READING

1B17) Have students read the section on Effective Responses to Student Behavior, pages 70-72 in *Reaching to Teach*. Ask students to define the term, *assertive discipline*. Review the five steps to assertive discipline listed in the text. Lead students to discuss and explain how each step would contribute to effective learning.

1B18) Have students investigate the topic of corporal punishment. Instruct students to answer the following suggested questions, plus any additional questions:

Key Questions

- What is corporal punishment?
- How many states still allow corporal punishment in schools?
- What are advantages and disadvantages of corporal punishment being allowed?
- In what instances might corporal punishment be considered as an appropriate option? What justification might be used to support or oppose use of corporal punishment in these instances?
- Is corporal punishment allowed in your school at this time?
- What are alternatives to corporal punishment? How might assertive discipline impact perceived need for corporal punishment?

Names of Students. Another facet of an effective discipline plan includes learning the names of every student and addressing those students by their names. This personalization of each student promotes a positive, caring atmosphere within the classroom that encourages students to follow the rules.

1B19) Ask students how they feel when addressed by their name or how they feel when a teacher does not know their name. Lead students to discuss how this might affect a student's performance in the classroom.

TAKS WRITING

Field Experience

Instruct students to make a point of learning the names of learners in their field-site classrooms. Have them work with their field-site teachers on the assignment. For example, students might construct a seating chart of their field-site classrooms as a prompt for learning and remembering the names of learners. Have students report in writing on the method used to learn names and results of their efforts. Varying methods may be compiled and a set put in each student's Teaching Resource Portfolio.

Documenting Disciplinary Actions. Explain to students that in order for discipline to be completely effective, the teacher must establish a record-keeping system. Consequences for discipline issues tend to be sequential, with the consequences gradually becoming more severe. Therefore, it is absolutely essential that the classroom teacher have a method for tracking every discipline offense by each student.

1B20) Have students ask field-site teachers to explain their method of tracking discipline issues. Several different methods have been used successfully by a number of teachers. Examples of methods used by teachers to document discipline include marking each offense directly on the class roll/grade book and filing each offense under the student's name in a filing system. Have students report their findings, and lead a class discussion on the need for recording discipline and methods of documentation used by teachers.

Field Experience

Teacher Attitude. One difficulty encountered by many new teachers when confronted with classroom discipline is the dilemma of how strict vs. how friendly to act toward students. Some teachers believe the strict, business approach is the best, while other teachers use the "friendly" approach. It is important to convey a warm, caring attitude toward students, while maintaining professionalism and enforcing the predetermined set of class rules and consequences. A teacher must establish a balance between extremes, the "friendly" and the "strict" mode. Relying on the preestablished rules gives the teacher a firm foundation for the right balance. Consistently following these rules helps to maintain the correct teacher attitude in the classroom.

1B21) Have students list different positive and negative attitudes exhibited by teachers in the past. Caution students NOT to name teachers' names. Ask students how they think the different teacher attitudes affected student performance. Instruct students to describe in writing the attitude they would like to exhibit with learners in their field-site classrooms and a rationale for their targeted attitude; in explaining their rationale, students will need to consider the ages of learners with whom they interact. Have students share their papers with both the teacher-coordinator and field-site teacher, obtain feedback, and work throughout the course to exhibit a professional attitude that promotes effective discipline. **Note:** This activity could be developed as a Power of One: A Better You project.

TAKS
WRITING

Field Experience

FCCLA

School Uniforms. Many schools have implemented school uniforms as a means to improve morale and encourage positive behavior among students. School uniforms are viewed as one potential method to reduce discipline problems and increase school safety. School uniforms have been touted by many as a factor in improving student behavior and as enhancing the learning environment.

School uniforms have been attributed to helping in the following areas:

- facilitate immediate recognition of non-school intruders
- alleviate gang apparel
- reduce theft or violence due to brand-name or expensive apparel
- decrease peer pressure

1B22) Instruct students to work in pairs to research the topic of school uniforms and how uniforms correlate to improved discipline at various grade levels. If feasible, as part of their research, have students interview learners at a school where uniforms are worn to

TAKS WRITING

obtain their perspective on the issue. Have students record written notes and then present their findings through an oral, poster, or PowerPoint presentation. Following the presentations, have students debate the issue of school uniforms as a positive step in improving student behavior in their own school. If possible, display examples of appropriate school uniforms used by some schools; if samples cannot be obtained, catalog depictions can be displayed.

Campus Handbook/Student Code of Conduct

Note to teacher: In preparation for strategies in this section, obtain a copy of the school district's campus handbook and student code of conduct manual (if available). Use these as resources to discuss with students the discipline policy of the local school district.

TAKS READING

1B23) Using the student code of conduct or similar manual, have students select areas that pertain to potential disciplinary action. If the manual is not available, have students choose from topics such as those listed below and conduct a mini-research project on one of the topics, explaining the policy and consequences of policy violations. Have students report results of their research in class.

Possible Policy Areas to Research:
Rights and Responsibilities of Students
Dress Code
Attendance/Compulsory Attendance
Vandalism/Damage to School Property
Harassment
Hazing
Tobacco Use
Paging Devices, Including Cellular Phones
Drug/Alcohol Use
Weapons
Assaults
Disturbing School or Classes
Disruption of Lawful Assembly
Distribution of Materials (written material including hate literature or libelous material)
Prior Review (submit student written work for prior review before being made public)
Student Conduct on School Buses
Closed Campuses
Secret or Self-Perpetuating Societies
False Alarms (inciting a false alarm or bomb threat)

1B24) Lead students to compare information found in their mini-research projects with actual policies of the local school district. Have students compare the offenses for each infraction with the consequences. If no consequences are listed, have students suggest possible consequences for each offense.

Choose certain infractions related to classroom situations, and group students in pairs to role-play the offenses. As pairs role-play, lead students to offer suggestions for handling each offense in a real classroom setting.

1B25) Invite a school administrator to explain to the class how consequences are determined for specific infractions at different grade levels – elementary, middle school, and high school. Provide time for questions and answers related to school district and campus guidelines for discipline and guidance.

Field Experience

Key Questions

1B26) Assign students to interview their field-site teachers concerning discipline and guidance. Lead students to formulate interview questions in class. Following are sample questions:

- How do you communicate the district's discipline policy in your classroom?
- What specific techniques and practices have you found to be most effective?
- How do student differences impact the effectiveness of various practices?

Remind students to thank the teachers for their time. Following the interviews, have students report results of their interviews, both in writing and orally to the class. **Note:** Suggestions related to discipline and guidance could be compiled and added to the Teaching Resource Portfolio.

Suggested Resources – Section 1B

- Local School District and Campus Handbook and/or Student Code of Conduct Manual
- *Reaching to Teach*: Chapters 3 and 10
- Videotape, *The Teacher's View*, available from The Curriculum Center for Family and Consumer Sciences

* * *

1C) Identify the chain of command and responsibilities of school district and campus employees.

Federal and State Laws and Rules

Local school districts are impacted by rules and regulations that originate at both the federal and state levels. All states must comply with federal laws and rules that pertain to education; federal laws and rules thus influence state laws that are enacted by the Texas Legislature.

The Texas State Board of Education makes rules that follow the state laws. The Texas Education Agency is responsible for seeing that federal and state laws, as well as State Board of Education Rules, are followed. The head of the Texas Education Agency is the State Commissioner of Education.

School District/Campus Chain of Command

Local school districts are set up by the state and governed by the State Commissioner of Education and the Texas Education Agency. Each school district varies greatly, depending on several factors, such as the number of teachers, students, and school buildings; the economic resources of taxpayers and the operating budget; and the varying level of occupation, education, and income of parents.

1C1) Invite a guest speaker to explain the chain of command in a typical public school system. Suggested speakers include the superintendent, a school board member, or a principal. If available, obtain a copy of the chain of command for employees from the district and discuss with students. Explain that a chain of command is needed in a school because following proper channels helps in organization and efficiency. Such a system allows for communication among staff and gives parents an avenue for contacting the school.

TA6a&b School District Chain of Command

TAKS READING

Provide students with a copy of Teaching Aids 6a&b, ***School District Chain of Command***. Have them correct or add any information as needed to tailor the descriptions to the local school district. Lead students to discuss why it is important for teachers, parents, and community members to understand how the school district operates. **Note**: Students may place a copy of Teaching Aid 6 in the Teaching Resource Portfolio for future reference.

TAKS WRITING

1C2) Have students work in groups to learn about the local school board and present the information in a creative manner (i.e., in the form of a newspaper article, a PowerPoint presentation, a brochure for community members, etc.) Suggest that students check the Internet for information that may be posted on-line. Information that may be included in the presentations include names of school board members, meeting schedules, and the purpose or mission of the board/district.

Invite the president of the school board, a board member, or the superintendent to speak to the class. If possible, obtain a copy of a recent school board meeting agenda. Ask the guest speaker to explain the structure and purpose of the school board, as well as factors that influence school board and local district policy. Lead students to prepare questions in advance that may prompt discussion. Examples include the following questions:

- What is the purpose of the school board?
- Who serves on the school board?
- How are these individuals selected? What is their term of service?
- How is the agenda formulated for school board meetings?
- How is board policy impacted by federal and state guidelines?

Key Questions

1C3) Lead students to brainstorm the many types of employees who work for a school district. Examples are provided in the list that follows. Assign each student a different campus employee to interview. Be sure to obtain approval from each interviewee prior to the interview. Help students determine appropriate times and schedules for contacting and interviewing each employee.

Suggested interviewees:
Superintendent
High School Principal
Middle School Principal
Elementary Principal
Assistant Principal from any area
Business Manager
ESL/Bilingual Coordinator
Gifted & Talented Coordinator
Counselor
Technology Director
Special Education Coordinator
School Nurse
Librarian

TA7 Interviewing School Employees

TAKS WRITING

Guide students in class to prepare questions in advance for the interview. See Teaching Aid 7, ***Interviewing School Employees***, for suggested interview questions. Add student's suggested interview questions to this list. Assign students a deadline for conducting interviews. After interviews are completed, have students relay information to the rest of the class in an oral report. Using the information students gleaned from interviews, create a classroom chart detailing the job responsibilities of each position.

Possible categories for classroom chart:

Position	Education	Duties	Positives	Negatives

1C4) From the information gathered, lead students to compare the varying jobs and titles. Have students share which job they would prefer to perform and why.

FCCLA ACTIVITIES

- STAR Event: Illustrated Talk
- Power of One: A Better You

Section 2

- *Exploring Education Careers TEKS 2*
- *Elementary School Teacher Assistant TEKS 2*
- *Elementary School Teaching Internship TEKS 2*

(2) **School district and campus management procedures.**

The student analyzes the components of a school environment that is safe and conducive to learning.

The student is expected to:

(A) Evaluate health and safety standards appropriate for the elementary, middle, and high school settings;

(B) Demonstrate emergency procedures;

(C) Demonstrate safety procedures;

(D) Identify environmental conditions appropriate for elementary, middle, and high school classroom settings; and

(E) Describe factors essential to the health and safety of students of various ages, including good nutrition, physical conditioning, and overall good health.*

* There are differences in exact wording of the TEKS for Exploring Education Careers and TEKS for Elementary School Teacher Assistant and Elementary School Teaching Internship. The latter two courses are targeted toward the elementary school setting (Pre-K through 3rd grade). Please refer to the TEKS in the front of the book for exact wording.

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TOPICAL OUTLINE

2A Environmental Safety Hazards
- Safety/Sanitation Guidelines
  - Safety Rules
  - School Violence
  - Student Safety Strategies
  - Illness and Accident Reporting

2B&C (addressed together)
- Emergency and Safety Issues at School
- Safety Procedures Related to Fires
- First Aid Training

2D Classroom Environment
- Principles for Maintaining a Safe Environment
- Playground Equipment Hazards

2E Good Nutrition
- Physical Conditioning
- Overall Good Health
- Managing Stress

2A) Evaluate health and safety standards appropriate for the elementary, middle, and high school settings.

Environmental Safety Hazards

2A1) Display Teaching Aid 8, ***Environmental Safety Hazards***, and assign each student a topic for research. Using reference books, the Internet, or other resources, have students write a paper on a safety hazard as it relates to students and the classroom. Lead students to share results with the rest of the class. **Note**: Presentations may be enhanced through visual displays or PowerPoint presentations.

TA 8 Environmental Safety Hazards

TAKS READING TAKS WRITING

Safety/Sanitation Guidelines

Staff and student safety is a high priority for every school. Each district has strict safety and sanitation procedures, many of which are regulated by government organizations. Examples of organizations that govern health and safety standards for the school include: Consumer Product Safety Commission (CPSC), Food and Drug Administration (FDA), and Food Safety and Inspection Service. Many safety and sanitation categories must be evaluated and regulated by the school system, a committee, or the local authorities to meet individual guidelines. Some of those guidelines apply to:

- Water supply
- Toilets
- Wastewater
- Lavatory facilities
- Drinking fountains
- Solid waste disposal
- Insect and rodent control

2A2) Ask students to write a definition of *sanitation*. Compare the definitions to the dictionary definition. Lead students to discuss the following questions:

TAKS WRITING

- Why is sanitation such an important component in an educational setting?
- What special challenges do schools face when dealing with issues related to sanitation?
- What standard procedures relating to sanitation are involved in a school setting?

Key Questions

2A3) Divide the class into two groups. Assign one group to develop a skit about a classroom where required sanitation procedures are practiced. Assign the other group to develop a skit about a classroom that does not practice sanitation procedures. Have both groups present their skits in class. Lead students to discuss classroom consequences of not practicing correct sanitation procedures.

TAKS WRITING

2A4) Divide the class into groups. Ask each group to develop a safety checklist for the school. Have each group list indoor and outdoor items and organize the items for a monitoring schedule, either hourly, daily, weekly, or monthly. Compile a total list from each group. Let each group choose a topic from the list to create a safety poster. Display the safety posters in the classroom.

Field Experience

After collaboration and approval from the field-site teacher, have each student explain the safety poster to the field-site classroom. If possible, have students display the posters in field-site classrooms for the learners to view.

Safety Rules

A student is responsible for following the rules in order to ensure the safety of every individual at school. Examples of safety rules include:

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in the school district's Student handbook and the Student Code of Conduct, or similar document.
- Follow additional rules for behavior and safety set by the school board, school administration, teachers, etc.
- Remain alert and promptly report safety hazards, such as intruders on campus.
- Know emergency evacuation routes and signals.
- Immediately follow the instructions of teachers and school district employees who are overseeing the welfare of students.

2A5) Obtain the local school district's safety rules. Discuss with students each of the rules and how the rules would contribute to a safe school environment. Many schools have a safety video that is shown to incoming teachers; if possible, obtain a copy of the video for the students to view. Lead students to discuss how the school's safety rules and/or information from the safety video contribute to overall school safety.

School Violence

Violence in school has reached pandemic proportions. Increased use of weapons on school campuses has led to random backpack and locker checks. Many schools have resorted to metal detectors. Any item resembling a weapon is now being confiscated.

2A6) Introduce the topic of school violence to the class by sharing information such as that above. Lead a class discussion on how the issue of school violence impacts the learning environment and what teachers need to know to decrease the risk and create a safe school environment.

Key Questions

- How has school violence changed over the past decade?
- What factors may contribute to increased school violence?
- What are examples of steps schools have implemented to prevent school violence?

- What is the role of teachers in preventing school violence?
- What is the role of students?

Assign students a mini-research project addressing the above questions concerning school violence. Have students report findings to the class.

TAKS READING TAKS WRITING

Note: "Youth Violence Facts" are cited on the *STOP the Violence* page, linked to the FCCLA national organization Web site at *www.fcclainc.org*. In addition to using this as a resource, students could investigate STOP the Violence projects they might choose to implement through FCCLA.

FCCLA

Student Safety Strategies

TA9a&b Student Safety Strategies

2A7) Have students read Teaching Aids 9a&b, ***Student Safety Strategies***. Divide the class into small groups. Assign each group one of the safety strategies. Instruct students to research their assigned strategy for its effectiveness in assuring that school is a safe place to learn. **Note**: Supplemental learning activities based on Teaching Aids 9a&b are presented in strategies 2A8 through 2A13. Any or all of these strategies can be incorporated into the group assignments.

TAKS READING

2A8) After studying the section on Discipline in Teaching Aid 9, have students research positive discipline programs. Encourage the class to visit with the principal about starting a positive discipline program in the school, if one does not already exist.

TAKS READING

2A9) After studying the section on Dress Code in Teaching Aid 9, have students obtain a copy of the school's dress code. Lead students to suggest ways a dress code could promote safety in a school.

TAKS READING

2A10) After studying the section on Counseling Programs in Teaching Aid 9, invite the school counselor to come as a guest speaker for the class. Request that the counselor address ways to prevent problems that might impair safety in the school. Allow time for student questions.

TAKS READING

2A11) After studying the section on Role Models in Teaching Aid 9, have students list qualities that teachers and other school personnel should possess in order to be good role models for students. Have students list potential role models, such as police officers, fire department personnel, athletes, elected officials, parents, etc. Lead students to analyze why role models are important.

TAKS READING

Ask students to list positive and negative role models portrayed in the media. Specify names of positive local role models, including teachers. Have students state possible qualities of each role model mentioned.

- Why is it so important that teachers be positive role models for students?

Key Question

TAKS READING TAKS WRITING

Field Experience

2A12) After studying the section on Extended School Hours in Teaching Aid 9, have students research after-school programs. Compile information gathered. Guide students to write a proposal to the administration requesting an after-school program. Have students give specific details concerning the requested program. If a field-site teacher is involved in an extended school hour program, have students visit the program and assist the field-site teacher in a number of specified ways, such as taking attendance, peer or individual tutoring, or other special assistance appropriate for students' field experiences.

TAKS READING

FCCLA

2A13) After reading the section on Gang Prevention in Teaching Aid 9, have students research gang activity in schools. If possible, invite a local law enforcement official to speak to the class about gang-related activity in school. Specifically, lead students to draw conclusions regarding what educators and schools can do to promote a gang-free environment. Have students suggest other possible strategies that would help in promoting student safety. Excellent ideas for strategies and projects that could be conducted through FCCLA are presented in *STOP the Violence* materials available through the FCCLA national and state organizations.

Illness and Accident Reporting

TA10 Accident Report Form

TA11 Illness Report Form

2A14) Give students a copy of Teaching Aid 10, ***Accident Report Form***, and Teaching Aid 11, ***Illness Report Form***. Point out that these are examples of forms used to report if a student becomes ill or has an accident during the school day; actual forms will vary from one school district to another. (If available, provide students with actual forms used by your campus.) Discuss the types of information on both forms. Lead a class discussion on the importance of reporting student accidents and illnesses.

Key Questions

- What other information might also need to be included on an accident or illness report form?
- Why it is important to have a written record of a student's illness or accident?

TAKS WRITING TAKS READING

2A15) Divide the class into small groups. Have each group write a scenario of a student either becoming ill or having an accident. Encourage students to be tasteful and specific in describing the illness or accident that might be typical in a school. Using copies of Teaching Aids 10 and 11, have groups trade scenarios and complete an accident or illness form based on the scenario they received.

Field Experience

2A16) Have students explore the ways that the field-site teacher handles an illness or an accident of a learner in the field-site classroom. Ask students to obtain a copy of any standardized form used for reporting illness or accidents in the field-site classroom.

Suggested Resources – Section 2A

- Web site: *www.fcclainc.org*

* * *

A*

2B) Demonstrate emergency procedures.
2C) Demonstrate safety procedures.

(Sections 2B and 2C will be addressed together.)

Emergency and Safety Issues at School

2B&C1) Introduce the section related to emergency and safety issues at school by engaging students in a class discussion, asking questions such as the following:

Key Questions

- Have you ever been involved in an emergency situation at school?
- What action was taken?
- What action, if any, should have been taken?
- Why are procedures and rules important in emergency situations?

2B&C2) Explain to students that school districts have predetermined policies established for handling emergencies. These policies are carefully crafted beforehand so that detailed consideration has been given to the safety of the students. Equally important is that all staff are aware of and understand the emergency policies and procedures. Teachers need to know, understand, and follow all of the emergency, safety, and sanitation procedures for their school district. Keys to controlling emergencies include:

- Awareness
- Protection
- Response

TAKS READING

Have students discuss each of the above keys to controlling emergencies in relation to emergency situations at school. Divide the class into three groups. Have each group creatively demonstrate one of the keys and how it would be effective in an emergency situation. The school handbook or student handbook is a good reference on how individual schools deal with emergency situations.

TA12 Examples of Emergency Situations

2B&C3) Divide the class into small groups. Assign each group one of the emergency situations listed on Teaching Aid 12, ***Examples of Emergency Situations***. If desired, have students suggest additional examples that might exist in your area. Instruct students to answer in writing the following questions in relation to an emergency that occurs during regular school hours:

- How much warning, if any precedes the emergency situation?
- What provisions need to be on hand in order to retain the students for an extended period of time or overnight?

Key Questions

- Where are the safest places in a building to take students during the emergency?
- How can teachers reassure children and keep them calm during the emergency?
- How much information do you think should be discussed with students before an emergency occurs?

TAKS READING

Field Experience

2B&C4) Many teachers in all grade levels are using "story books or picture books," especially in the area of nonfiction text, to relay important information. Have students choose a book related to weather. After obtaining permission from the field-site teacher, have the student read the weather-related children's book to the field-site classroom or to a small group within the field-site classroom. Examples of books dealing with weather are listed below. Lead students to discuss how a children's book could be used to teach concepts on weather to learners of all ages. Assist students in preparing a short outline of the weather-related book for discussion with the learners following the reading. **Note:** The story books are being used by teachers at all grade levels as a means of introducing a subject, relaying technical or nonfiction information in a creative manner, or for sparking further interest in a subject.

Books for Blizzards:

- *Blizzard: The Storm That Changed America*, Jim Murphy
- *Blizzard (A Disaster! Book)*, Christopher F. Lampton
- *The Blizzard of the Millennium*, Kevin Kremer

Books for Lightning and Thunderstorms:

- *Flash, Crash, Rumble, and Roll*, Franklyn Mansfield Branley
- *The Story of Lightning & Thunder*, Ashley Bryan
- *The Weather Channel Presents: Lightning! & Thunderstorms*, Mike Graf

Safety Procedures Related to Fires

2B&C5) Review the school district's fire drill policy. Show students a copy of the local school district's campus fire drill procedures and evacuation routes. Lead a class discussion on ways to present rules most effectively to students. Discuss how often a fire drill should be practiced and how often teachers should discuss the fire drill rules with students.

2B&C6) If possible, obtain a copy of the school's plan for exiting the building during a fire drill. Note primary and alternate routes. Lead a class discussion on the importance of designating alternate evacuation routes. Ask students why it is vital to count the children before leaving the room and again when assembling outside.

Working with their field-site teachers, assign each students to learn the exit route from the field-site classroom if a fire should occur. Have students also research the procedure for reporting a fire in the field-site location. Instruct students to summarize in writing the steps they would take in the event of a fire at their field-site location during the school day.

TAKS WRITING

Field Experience

2B&C7) Ask students to examine the fire extinguishers in the classroom or hallway. Have them locate the label or pictogram that indicates what type of fire can be extinguished. Have students check other fire extinguisher labels throughout the school and report to the class on the number or types of fire extinguishers.

2B&C8) Invite a fire official to speak to the class and demonstrate the correct use of fire extinguishers. Have students simulate using a fire extinguisher. Ask students to prepare questions prior to the speaker's arrival.

2B&C9) An appropriate idea for an FCCLA activity is to conduct a poster contest during October, which is Fire Prevention month. With permission of the field-site teacher, students could conduct the poster contest in the field-site classroom. This would provide opportunity for students to teach information about fire prevention to learners in the field-site classroom.

Field Experience

First-Aid Training

2B&C10) Direct students to research the location for first-aid training. Have students investigate the costs involved, the amount of training required for certification, and the time needed for classes. Discuss whether students think every teacher should be required to have first-aid training. Remind students of the cost involved and implementation problems. If it is feasible, as an FCCLA activity, students could host a first-aid training class.

2B&C11) Distribute Teacher Aid 13, ***Safety-Related Emergencies***. Discuss each situation for proper emergency procedures.

*TA13 **Safety-Related Emergencies***

Invite the school nurse to review school procedures for handling injury or illness in the classroom and campus. Have students prepare questions prior to the visit.

2B&C12) For a class project, have students develop a set of self-adhesive labels displaying emergency telephone numbers in the community. Have students market or distribute the labels within the community. This could be done as an FCCLA chapter project.

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A*

2D) Identify environmental conditions appropriate for elementary, middle, and high school classroom settings.

Classroom Environment

The overall classroom environment is critical in the learning process. Factors such as adequate and properly arranged lighting, amount of space between desks or between students, and the noise element are all strategic in order for learning to take place.

Also environmentally important is the arrangement of the classroom. Classroom resources for students should be arranged for easy access. Classrooms should be organized for maximum productivity and portray a sense of order.

Physical placement of students in the classroom arrangement is critical for optimum learning. Students with special needs will have to be carefully considered for all classroom environment factors.

2D1) Arrange for students to tour a variety of campus classrooms. If possible, visit an early childhood classroom, an elementary classroom, a middle school classroom, and a high school classroom. Examine environmental factors such as light, space, and noise in each room. Compare environmental differences. Discuss how the age of the student affects various environmental safety issues.

TAKS WRITING TAKS READING

2D2) Instruct students to conduct a mini-research project on the classroom environment using an Internet search and other resources. Have students report results to the class.

TAKS MATH

2D3) Refer students to pages 242-243 in *Reaching to Teach*. Using the dimensions from the field-site classroom, have students diagram their conception of an ideal classroom. Have students follow the questions within the section (beside the Worksheet 4.1 icon) for helpful hints about the design. Instruct students to answer the Yes/No questions about additional factors to consider. Lead students to share responses among the class.

TAKS READING

2D4) From *Reaching to Teach*, pages 60-67, refer to the sections entitled, What Determines the Culture of the Classroom? and How Can You Create a Positive Learning Environment? Divide the class into five groups; assign each group one of the categories listed in the two sections. Have students read and report to the rest of the students how the assigned category would impact a classroom of learners. Categories include: Classroom Climate; Classroom Dynamics; The Caring Classroom: The Classroom as a Physical Environment; and Classroom Organization.

Principles for Maintaining a Safe Environment

2D5) Display Teaching Aid 14, ***Principles for Maintaining a Safe Environment***. Lead a class discussion on each of the principles.

TA14 Principles for Maintaining a Safe Environment

Divide the class into four groups, and assign each group one of the principles. Have each group explain what they think the principle means and how it relates to the classroom environment. Next, have each group cite examples or situations in a classroom setting that illustrate each of the principles.

Playground Equipment Hazards

2D6) Give students copies of Teaching Aids 15a&b, ***Playground Equipment Hazards***. Lead a class discussion on the illustrated hazards as identified by the Consumer Products Safety Commission. Explain that the commission has identified asphalt and concrete as unsuitable protection against the impact of falls on the playground. Loose fill materials, such as pea gravel, shredded bark, or wood chips (at least 6" deep), are preferable.

TA15a&b Playground Equipment Hazards

Ask students to describe playground equipment hazards they have observed, and lead a class discussion on student responses.

Key Questions

- What are examples of playground equipment hazards?
- What are examples of playground equipment that has been designed with student safety in mind?
- Who is responsible for reporting any safety hazards observed on a playground?
- Why is it important routinely to inspect playground equipment? (i.e., Equipment that is safe by design may be damaged or broken, with resulting sharp edges, broken safety features, etc.)
- What are similar types of hazards that might exist in a middle or high school that does not have a "playground"?

2D7) Pair students who have been assigned to work with younger learners with students who have been assigned to work with older learners. Arrange for each pair of students, accompanied by the field-site teacher, to visit and observe various playground situations. Have students note safety factors on the playground area.

Field Experience

Suggested Resources - Section 2D

- *Reaching to Teach:* Chapter 3; Chapter 4 (See the section on Room Environment)

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2E) Describe factors essential to the health and safety of students of various ages, including good nutrition, physical conditioning, and overall good health.

(Elementary School Teacher Assistant and Elementary School Teaching Internship also include factors for good daily hygiene and appropriate apparel for children of various ages. To address appropriate apparel for students, see the section on school uniforms in Section 1B pages 43-44.)

In order for students to perform well in class academically and conform to desired classroom behavior, factors such as good nutrition, physical conditioning, and overall good health are imperative.

2E1) Divide the class into three groups. Assign each group one of the three topics listed below. Have students brainstorm what they already know about the assigned topic. Have students list reasons why adequate nutrition, physical conditioning, and good health would contribute to an individual being a good student. Have each group share with the whole class.

Topics:
- Nutrition
- Physical Conditioning
- Good Health

Good Nutrition

TA16 A Pattern for Daily Food Choices

2E2) Write the statement on the board, "You are what you eat." Lead the class in a discussion of what this statement means in relation to students in the classroom. Explain that no one food contains all of the nutrients necessary for the body to function effectively. Therefore, a balanced diet that incorporates appropriate amounts of the six nutrients and the recommended servings from the basic food groups, is recommended. Distribute Teaching Aid 16, ***A Pattern for Daily Food Choices***, to students. Discuss number of servings and serving size portions.

2E3) List the six essential nutrients on the board. Ask students to name examples of foods in which each nutrient is found. Ask students to identify information about each nutrient.

Six essential nutrients:
- Protein
- Carbohydrates
- Vitamins
- Minerals
- Fats
- Water

2E4) Divide the class into groups. Assign each group of students to research and report on one of the six essential nutrients. Display Teaching Aid 17, ***Nutrients and What They Do***. Discuss the function of different nutrients. Instruct students to choose functions and relate how they affect classroom performance. Have students outline the importance of each of these nutrients to the body. Have students report how eating a diet including each of the nutrients would help increase student performance and learning.

TA17 Nutrients and What They Do

TAKS READING | TAKS WRITING | TAKS SCIENCE

2E5) Display Teaching Aid 18, ***Food Guide Pyramid***. Point out to students that the basic categories of the Food Guide Pyramid include:

- meat, poultry, fish, dry beans, eggs, and nuts group
- fruit group
- vegetable group
- bread, cereal, and rice, and pasta group
- milk, yogurt, and cheese group
- fats, oils, and sweets

TA18 Food Guide Pyramid

Divide the class into groups. Assign each group a category from the food guide pyramid. Have students list several examples of foods found in that food group, plus the number of servings needed and amounts per serving for different ages. Following this assignment, have students create a visual display, such as a poster or a Power Point project, choosing one of the nutrients. The display should include the name of the nutrient, the required number of daily servings, examples of foods where the nutrient is found, and the function of the nutrient.

TAKS WRITING | TAKS SCIENCE

2E6) Lead the class in a discussion connecting nutrition and students' performance in the classroom. Students may need to conduct local research within the school district in order to fully answer the questions. Suggested questions for discussion include:

- What school programs promote good nutrition?
- Where are nutrition concepts taught in schools? Does every student learn these concepts?
- What role does the school breakfast and lunch program play?
- Why is nutrition included so prominently in education?

Key Questions

2E7) Invite a guest speaker, such as a dietitian, nurse, nutritionist, or county extension agent, to discuss with the students the correlation between a nutritious diet and student's academic and behavioral performance. As an FCCLA Student Body project on Nutrition or Fitness, students could plan similar activities to educate their peers. March is National Nutrition Month. As an FCCLA activity, have students write brief nutrition facts in a public service announcement format. Students may read the nutrition information on the school's morning announcements or possibly for a local radio station.

TAKS READING | TAKS WRITING

FCCLA

2E8) Highlight the importance of water for student performance. Point out that brain research suggests that most students are mildly dehydrated on a daily basis due to lack of proper hydration from drinking water. Due to the high activity levels and size of muscle mass, students need to drink lots of water. Caffeinated and carbonated beverages are not recommended.

TAKS MATH

Have each student record the amount of water consumed in one day. As a whole class, create a bar graph charting the amount of water consumed by the students. Discuss student water consumption as it relates to student performance. Suggested questions for discussion include:

Key Questions

- How does the amount of water consumed by the students compare with the recommended amount?
- What would be the projected impact on student learning?
- What activities would encourage students to drink more water?

Physical Conditioning

The American Academy of Pediatrics states: "*Strength training* programs for prepubescent, pubescent, and postpubescent athletes should be permitted only if conducted by well-trained adults." Children prior to puberty (generally less than the age of 12) can increase muscle strength but not muscle mass.

Resistance training will improve muscle strength. Resistance exercises may include resistance bands, free weights, machines, or using one's own body weight (push-ups and sit-ups). At one time, people were under the assumption that children should not do strength building because it might stunt growth or damage bones. However, there is no medical evidence to support these claims. All strength training should be supervised by a trained adult.

To improve students' quickness and coordination various drills can be used, such as running short distances as quickly as possible with short periods of rest in-between. Longer distances improve endurance skills.

2E9) Provide students with background information on physical conditioning, such as the facts cited above. Lead students to brainstorm benefits of physical conditioning. Possible benefits include:

- Increase motor coordination
- Increased physical condition of the body
- Increased self-esteem through a variety of physical activities
- Increased positive attitude towards other areas of life
- Provides a way to make friends and to learn teamwork

Have students list different types of exercises. Have the class classify the exercise as being one of the following:

- strength training
- flexibility
- cardiovascular training

Using available resources, have students define and give examples of each of these three terms. (Answers are given below.)

- Strength training - builds muscle strength through repetitions. An example would be lifting free weights for a number of repetitions.
- Flexibility - involves stretching of muscles to increase limberness. An example would be yoga.
- Cardiovascular training - deals with aerobic exercise and uses movement of the body to take in oxygen or air.
  An example would be jogging.

2E10) Invite an elementary, middle, and high school physical education teacher to discuss the physical education program and how it is integrated into the daily schedule. Have students assess the extent to which physical conditioning is provided through school activities. If the physical education teachers are unable to come to the classroom, students may be assigned to interview the teachers.

2E11) Point out that, as with an adult, a student needs to exercise 2-3 times per week for at least 30 minutes to maintain fitness and 3-4 times per week for at least 30 minutes to improve fitness. With students, most experts agree that encouraging normal physical play or group activities is more suitable than structured, repetitive physical activity. In other words, a family that goes out biking together or participates in a friendly game of basketball is more ideal than having a child ride an exercise bike or jog alone. Children model what they see their parents doing. If parents are inactive, the child is more likely to be inactive. Fitness activities conducted as a family unit in a fun way encourage children to continue physical fitness and to stick with an exercise program.

Ask students to list activities they think would be good family physical activities. This strategy could be extended by having students develop an FCCLA Families First: You-Me-Us project to encourage families to participate in physical activities that promote fitness.

TAKS WRITING

FCCLA

2E12) Since research documents the benefits of exercise, ask students why they think many people fail to exercise. Discuss student responses. Divide the class into three groups. Assign one group to elementary, one group to middle school, and one group to high school. Have each group develop fitness activities appropriate for the assigned age group. Discuss how the activities might be implemented at both home and at school. For the elementary level, discuss how recess could be a time for physical fitness activities.

2E13) Ask students to list reasons students give for not participating in physical activity. Possible answers include: Not fun, not enough time, too tired, activity too hard, parents wanted the student to participate, low skills level, disagreement with teammate, too much emphasis on winning, disagreement with coach, and poor motivation. Have students devise a positive approach to each of the reasons for not participating in physical activity. Ask students to share how they would motivate other students to get involved in physical activity. Students could implement their suggestions through an FCCLA Student Body fitness project.

Overall Good Health

TA19 Characteristics of Good Health

2E14) Good health is reflected in a person's behavior, actions, and appearance. Using Teaching Aid 19, ***Characteristics of Good Health***, have half of the class list positive characteristics of each of the factors listed on the teaching aid and the other half of the class list negative factors, as related to good individual health. Have students compare results. Ask students the following questions:

Key Questions

- Is it possible to be healthy in one area of life and unhealthy in another area of life? Explain. (For instance, a person might have good physical health and exercise, but may not have a healthy diet.)
- Why is it important to develop healthy habits in every area?
- What aspects of the education system are designed to promote immediate and long-term student health?

TA20 Checklist for Good Health

TAKS READING

2E15) Distribute Teaching Aid 20, ***Checklist for Good Health***. Direct students to read each of the checklist items and elaborate on characteristics of each item. For example, on "exercise regularly" have students list different types of exercise and the benefits of each. Have students discuss each item in relation to the effect it would have on student's performance in the classroom.

TA21 Hygiene Profile

2E16) Distribute Teaching Aid 21, ***Hygiene Profile***. Have students list at least one desirable characteristic or habit for each hygiene factor. Using student information, compile a classroom profile, listing qualities for each area. Discuss how positive attributes in each characteristic could contribute to becoming a better student. Explain the contribution that personal hygiene and appearance have on being a more effective teacher.

Managing Stress

Stress is a major issue in student's lives today. Students are busier, have more opportunities, and have crowded schedules. Factors such as youth violence, increased gang activity, and weapon use have all led to more stress in youth. Many factors contribute to the cause of stress, a few of which are certain conditions, particular demands, changes in lives, various events, and threats. The demand or event that causes stress is called the *stressor*.

TA22 What Causes Stress?

2E17) Display Teacher Aid 22, ***What Causes Stress?*** Lead the class in a discussion of major causes of stress and examples of stressors. Have students identify specific stresses that they have observed. Lead students to share as a group and to identify possible solutions to alleviate the stresses. Discuss as a class examples of life-changing events that can create stress.

2E18) Display Teaching Aid 23, ***Signs of Stress***. Divide the class into small groups. Have each group write a paragraph describing a scenario using each sign of stress. Encourage students to make the characters in their stories the age of the learners in their field-site classroom. Caution students not to use actual names of class members or names of people in the school. Lead students to share and discuss their scenarios.

TA23 Signs of Stress

TAKS
WRITING

2E19) Display Teaching aid 24, ***Stressful Situations***. Discuss with the class how these stressful situations might affect a student's personal life as well as performance in a classroom situation. Ask students to explain possible ways to handle the situation with peers who have experienced one of these stressful situations. Questions for further discussion include:

TA24 Stressful Situations

- How does a student's age influence stress?
- What other factors might influence the stress encountered by students in school?
- How can schools help to minimize stress that students encounter and help students to handle stress?

Key Questions

2E20) Distribute Teacher Aid 25, ***Effective Stress Management Techniques***. Divide the class into small groups. Have students role-play each of the stress management techniques. Discuss how each of the techniques could be used effectively in a classroom situation. Point out that it is important for students to learn how to manage stress by reducing the amount of stressful situations experienced at one time and also reducing the amount of stress placed on others.

TA25 Effective Stress Management Techniques

Suggested Resources – Section 2E

- *Food Science and Technology Reference Book*, available from The Curriculum Center for Family and Consumer Sciences
  Chapters 3, 5, 6
- *Nutrition and Food Science Teacher's Instructional Guide*, available from The Curriculum Center for Family and Consumer Sciences

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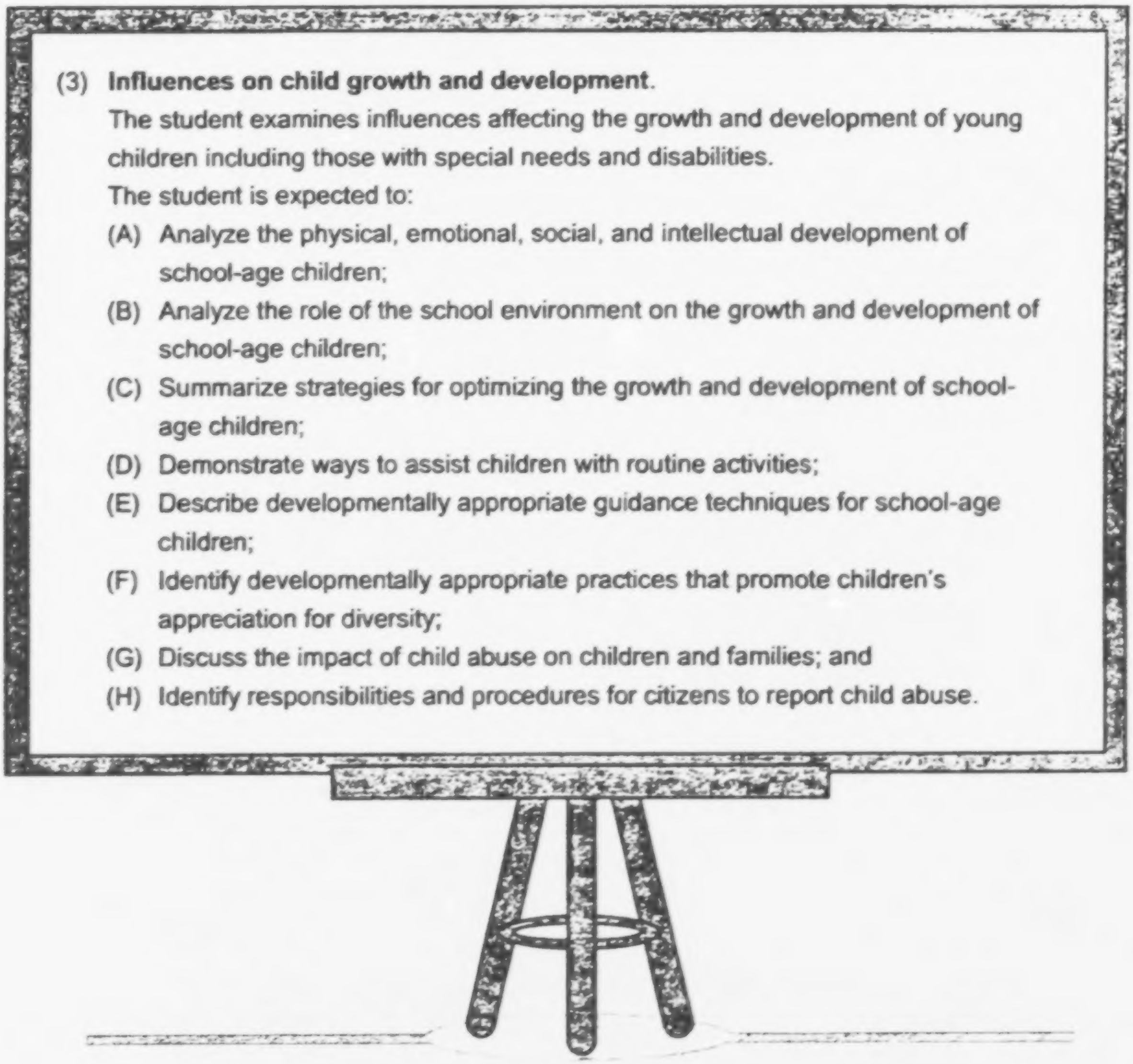
FCCLA ACTIVITIES

- Student Body: Nutrition; Fitness
- STOP the Violence
- STAR Event: Illustrated Talk on stress management
- Additional FCCLA activity ideas for this section are included in the Blended Activities section.

FCCLA

Section 3

- ***Exploring Education Careers TEKS 3***
- ***Elementary School Teacher Assistant TEKS 3***
- ***Elementary School Teaching Internship TEKS 3***



(3) **Influences on child growth and development.**

The student examines influences affecting the growth and development of young children including those with special needs and disabilities.

The student is expected to:

(A) Analyze the physical, emotional, social, and intellectual development of school-age children;

(B) Analyze the role of the school environment on the growth and development of school-age children;

(C) Summarize strategies for optimizing the growth and development of school-age children;

(D) Demonstrate ways to assist children with routine activities;

(E) Describe developmentally appropriate guidance techniques for school-age children;

(F) Identify developmentally appropriate practices that promote children's appreciation for diversity;

(G) Discuss the impact of child abuse on children and families; and

(H) Identify responsibilities and procedures for citizens to report child abuse.

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TOPICAL OUTLINE

3A Principles of Development
Categories of Child Growth and Development

3B Physical Environment
Social Environment
Emotional Environment
Cooperative Learning

3C Optimizing the Growth and Development of School-Age Children

3D Routines for School-Age Children

3E Guidance Techniques for School-Age Children

3F Promoting Appreciation for Diversity

3G Impact of Child Abuse

3H Reporting Child Abuse

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3A) *Analyze the physical, emotional, social, and intellectual development of school-age children.*

Principles of Development

3A1) Explain the five principles of development listed below. Discuss each principle with the students.

1. Growth and development are gradual and continuous.
2. Growth and development are constant.
3. Growth and development occur at different rates.
4. Growth and development occur in sequence.
5. Growth and development have interrelated parts.

TA26 ***Principles of Growth and Development***

TAKS WRITING

Distribute Teaching Aid 26, ***Principles of Growth and Development***. Divide the class into five groups. Assign each group one of the five numbered boxes on the teaching aid. Have each group write supporting statements for each principle and then create a visual display, such as a poster or PowerPoint presentation, illustrating their statements. Allow each group to present the visual to the class. Lead a class discussion, building on students' presentations, that centers on the question in the sixth box.

Key Question

- Why is it important for teachers to understand the predictable patterns of growth and development?

Have students view a videotape on developmental principles and theories, such as *Theories of Development*, available from The Curriculum Center for Family and Consumer Sciences.

Categories of Child Growth and Development

TAKS READING

3A2) Write the following four categories of child growth and development on the board or on a transparency.

- physical development
- emotional development
- social development
- intellectual or cognitive development

Divide the class into four groups. Assign each group one of the categories of development. Have each group write a definition for their assigned category and then research characteristics of school-age children that are typical of each category. Information related to responses can be found in *Reaching to Teach*, Chapter 14. Have students present information on each category to the class.

TAKS SCIENCE

3A3) Refer students to *Reaching to Teach*, Chapter 14, *Parallel Development Charts*. Using Figure 16.2 (page 359), Development during the preschool years, and Figure 16.3 (page 360), Development during the elementary school years, have students explain in their own words differences between each age in the areas of physical, emotional, social, and intellectual/cognitive development.

3A4) Lead a class discussion about physical development in school-age children. For instance, compare the way males regard their bodies versus the way females regard their bodies. Discuss with students how physical size might affect a student in other areas, such as emotional development. Lead students to suggest implications of physical development in school-age children on classroom teaching and learning at the elementary, middle, and high-school levels.

3A5) Have students view a videotape on physical growth and development of children ages 6-12, such as *Middle Childhood: Physical Growth & Development*, available from The Curriculum Center for Family and Consumer Sciences.

TA27 Physical Development: True/False

Distribute Teaching Aid 27, ***Physical Development: True/False***. Using information from the videotape, *Reaching to Teach*, or other references, discuss each statement from the teaching aid in class. As a group, determine whether each statement is true or false, and have students reword false statements to make them true. If necessary, have students research to find the correct answers.

3A6) Ask students why it is important to allow children to express emotions appropriately. Have students list emotions that might be expressed or displayed by learners of various ages. For each emotion listed, lead students to analyze how the emotion might affect the way a student behaves in the classroom. Discuss how a teacher might help the child cope with the emotion.

TA28 Identify and Categorize Emotions

Use Teaching Aid 28, ***Identify and Categorize Emotions***, as a tool to identify the emotions listed by students as being either positive or negative. Have students complete the Web diagram. Lead them to share and discuss their categorizations.

Have students view a videotape on social and emotional changes in students ages 6-12, such as *Middle Childhood: Social & Emotional Development*, available from The Curriculum Center for Family and Consumer Sciences.

3A7) Discuss with students the relationship between self-concept and personality development and a student's ability to perform well in the classroom. Have students describe methods to build positive self-esteem in the classroom.

TAKS WRITING

3A8) For further exploration of social development of the school-age child, have students read the section, Erikson's Model of Psychosocial Development, on pages 365-366 of *Reaching to Teach*. Using Table 8.1 (page 368), Erikson's Eight Stages of Psychosocial Development, have students describe in writing the social progression of a student in each of the stages of social development.

TAKS READING

3A9) Lead students to discuss how they think a student might discover appropriate behavior. Assign them to read the section, Kohlberg's Model of Moral Development, on pages 367-369 of *Reaching to Teach*.

Refer students to Table 8.2 (page 369), Kohlberg's Theory of Moral Reasoning, and have students explain the three stages of moral reasoning and the ramifications of how a child responds to consequences and actions. Reinforce the importance of teachers and parents modeling appropriate behavior for school-age children. Lead a class discussion on social development.

Key Questions

- What role do cliques, peer pressure, and social groups play in a student's relationships and behavior?
- What effect does grading have on a student's self-concept?
- How does belonging to the "in" group affect a school-age student's social and emotional development?
- How do students and society as a whole tend to treat an "unpopular" student?
- Do you think being "popular" or "unpopular" affects classroom performance in school-age children? Why?
- What effect does competition in school activities have on social and emotional development?

3A10) In relation to cognitive development, ask students to name the five senses (see, hear, touch, smell, taste). Ask students to identify something that can be learned through each sense. For example, through sight, children learn to compare and identify colors, sizes, shapes, number, distances, positions, and other qualities of objects. Through hearing, children are able to communicate with and learn from others. They also learn to distinguish the origin of a certain sound and what it typically represents. Through touch, children learn how things feel. The sense of smell primarily adds to or detracts from the enjoyment of a particular situation but can also detect danger, such as warning of fire or harmful odorous gases. Taste adds pleasure to the task of learning to eat and drink various foods. All five senses contribute to intellectual development.

Have students work in groups to list experiences/activities that would stimulate intellectual abilities for different age groups of children for each of the five senses. After groups share their lists, lead students to create a compilation of suggested activities.

3A11) Have students view a videotape on cognitive and language development in students ages 6-12, such as *Middle Childhood: Cognitive & Language Development*, available from The Curriculum Center for Family and Consumer Sciences.

TAKS READING

For more in-depth study of cognitive growth of the school-age child, have students read the section, Piaget's Model of Cognitive Development, on page 365 of *Reaching to Teach*. Using Figure 8.2 (page 367), Guidelines for Teaching School-Age Children at Piaget's Three Stages of Cognitive Growth, lead students to discuss the implications for providing developmentally appropriate learning experiences for each age group.

3A12) Conduct a class discussion focusing on the effect of television on intellectual development of school age children. Use questions such as the following to guide discussion.

Key Questions

- At what age should children be allowed to watch videos/television?
- Does the activity of watching television contribute to cognitive development? If so, how and in what way?
- Are educational television shows a positive or negative influence on intellectual development? Why?

Assign students to evaluate different television shows for appropriateness for various ages.

3A13) Have students list activities that promote language development in the classroom. Lead students to discuss how language development is vital to cognitive progression. Have students evaluate activities as to whether each is developmentally appropriate for school-age children, using Piaget's guidelines on page 367 of *Reaching to Teach.*

TAKS READING

3A14) Refer students to Figure 8.1, Piaget's Stages of Cognitive Growth, on page 366 of *Reaching to Teach.* Lead students to discuss the implications for providing developmentally appropriate learning experiences for each age group. Have students list specific examples of appropriate learning experiences for each age group.

TAKS WRITING

Field Experience

3A15) Using the categories of child growth and development (physical, emotional, social, and intellectual), have students observe in the field-site classroom and note differences among students. Instruct students to write details about individual differences. Caution students not to name the learners by name, but rather to write down growth and development differences without specific names.

Have students turn in their written observations, accompanied by a brief paper explaining how they think these differences will affect classroom management and planning.

TAKS READING

3A16) Instruct students to read the section on Learning Styles on page 377 of *Reaching to Teach.* Have students write a definition of *learning styles. Learning styles* refer to the different approaches to learning that work best for each student. Lead students to predict how varying learning styles would affect the growth and development of school-age children, including physical, social, emotional, and cognitive.

Have students answer the questions listed under Identifying your Learning Style Preferences on page 377 of *Reaching to Teach.* Lead them to share and discuss responses.

Key Questions

- Why is it important for teachers to understand that students learn best in different ways?
- What are some ways in which students learn differently?
- How can a classroom teacher accommodate the varied learning styles of learners in a classroom?

Suggested Resources – Section 3A

- *Reaching to Teach*: Chapters 14 and 15
- Videotapes available from The Curriculum Center for Family and Consumer Sciences:
  - *Theories of Development*
  - *Middle Childhood: Physical Growth & Development*
  - *Middle Childhood: Social & Emotional Development*
  - *Middle Childhood: Cognitive & Language Development*

3B) Analyze the role of the school environment on the growth and development of school-age children.

3B1) Ask students the following questions:

- What is included in the school environment?
- How does the school environment affect students?

Point out that, for optimum learning to take place, it is crucial to have a positive learning environment.

Lead students to brainstorm different types of environmental factors found in a classroom. Examples include a physical environment, a social environment, and an emotional environment. Ask students to list factors that would influence the growth and development of school-age children under each type of learning environment. Examples of factors by category follow.

Physical Environment (see Section 2D for more information)

- Seating arrangement
- Placing of furniture
- Lighting
- Size of the room
- Size of desks
- Temperature control
- Bulletin boards and walls
- Appearance of room

Social Environment

- Attitude of acceptance
- Unbiased
- Equality
- Groupings for instruction
- Structure
- Students participate in making decisions
- Appreciation of cultural diversity

Emotional Environment

- Caring attitude exhibited
- Acceptance of others who may be different in many ways
- Open and relaxed, yet with the right amount of structure

TAKS WRITING

3B2) After factors have been listed under each category, have students write scenarios about how the different factors could impact growth, development, and learning. For example, the seating arrangement in the physical environment would affect a student who has hearing difficulties and would impact learning. A student might write a scenario based on this situation. As students share their completed scenarios, lead them to analyze how the classroom environment can be structured to promote growth, development, and learning.

TA29a&b Categories of Development: True/False
TA30a&b Growth and Development: Multiple Choice

3B3) Assign students to complete Teaching Aids 29a&b, ***Categories of Development: True/False***, and Teaching Aids 30a&b, ***Growth and Development: Multiple Choice***, to review growth and development of school-age children. Have students use references, such as *Reaching to Teach*, to complete the activities. Lead students through answers to the activities, discussing each point as it is presented.

TAKS WRITING

Field Experience

3B4) Have students observe in the field-site classroom. Ask them to prepare a report that describes the physical environment of the classroom, as well as note characteristics of the social and emotional environment of the classroom. Lead students to compare findings to information studied in class.

Cooperative Learning

Cooperative learning can contribute to a positive environment in the classroom. *Cooperative learning* is a technique in which the class is divided into small groups (four to six students in each group). Students work together on an assigned learning activity. Each group member has an assigned task which contributes to the success of the project.

TAKS WRITING TAKS READING

3B5) Assign students to research the topic of cooperative learning. Instruct students to define and give examples of cooperative learning, and have them list pros and cons of cooperative learning. Ask students to suggest which subjects would more readily lend themselves to cooperative learning groups and which subjects would not. Discuss with the class how small groups of cooperative learners can benefit students and aid in a student's growth and development.

3B6) Divide the class into small groups, and have each group devise a learning experience for a cooperative learning group in the elementary, middle, and high school class settings. If possible, group students according to grade levels that represent their assigned field-site classrooms. Allow students to demonstrate their cooperative learning experiences with the class, and have the class evaluate the experiences.

Suggested Resources – Section 3B

- *Reaching to Teach*: Chapter 3, How Can You Create a Positive Learning Environment; Chapter 9, Room Environment; and Chapter 11, Cycling Assessment Information into Instruction

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3c) Summarize strategies for optimizing the growth and development of school-age children.

Optimizing the Growth and Development of School-Age Children

3c1) Point out to students that growth and development take place gradually and continuously. A child grows and develops in small, continuous steps. The encouraging aspect of this principle is that good development will not suddenly reverse itself since it has been gained in a series of unbroken steps.

Using the example of a basketball player, explain to the students the use of strategies to optimize growth and development. If a basketball player wants to improve, a set of activities or strategies could be devised to progress towards improvement. A sample plan of action would be to shoot 100 baskets every day; dribble with left and right hand for 100 yards; and practice passing back and forth so many times per day. These activities or strategies would result in a better basketball player. This same concept is applicable to the growth and development of children. Lead students to brainstorm similar examples that could optimize growth and development of children.

3c2) Using Teaching Aid 31, ***General Traits of School-Age Children***, select from various traits of school-age children; assign students the task of devising strategies for optimizing development related to each trait. Students may work in pairs and be assigned several different traits from either different age group or the same age group.

TA31 General Traits of School-Age Children

Use Teaching Aid 32, ***Strategies that Optimize Growth and Development***, for completion of the assignment. For example, six-year-old children like jokes and rhymes. Strategies for optimizing growth in the six-year old would thus be to allow the child to read a book of jokes or rhymes; have the student memorize and recite rhymes; and have the student practice writing jokes and rhymes. It may be beneficial to brainstorm strategies for several traits in order to stimulate student ideas.

TA32 Strategies that Optimize Growth and Development

Following completion of the activity, lead students to share their suggested strategies. **Note:** Selected strategies could be compiled into a chart of Strategies that Optimize Growth and Development in the Classroom and placed in students' Teaching Resource Portfolios.

TA33 ***Basic Needs of All Students***

TAKS WRITING

3C3) Instruct students to read the section, Maslow's Model of a Hierarchy of Needs, on page 370 of *Reaching to Teach*. Provide students with a copy of Teaching Aid 33, ***Basic Needs of All Students***, and also refer students to Figure 8.4 on page 372 of *Reaching to Teach* for a diagram of Maslow's Hierarchy. Have students work in groups to answer the following questions:

Key Questions

- How do basic needs of all students listed on Teaching Aid 33 fit into Maslow's hierarchy of needs?
- What additional needs of school-age children would you add to the eight that are listed on the teaching aid?
- How can teachers use knowledge of basic needs of school-age children to promote student learning and achievement? Give specific examples.

After groups have completed their assignments, have them share and compare responses. Lead students to compile their specific examples for applying knowledge of basic needs of school-age children to promote student learning and achievement. The compilation could be in the form of a chart or handout to be added to the Teaching Resource Portfolio.

TAKS WRITING

Field Experience

3C4) Using the field-site classroom as an observatory, have students watch for strategies used in the classroom that would serve to optimize growth and development in the school-age child. Have students record strategies and share with the student's classroom.

Suggested Resources – Section 3C

- *Reaching to Teach*: Chapter 15

3D) *Demonstrate ways to assist children with routine activities.*

Routines for School-Age Children

3D1) Ask students to give their definition of a *routine*. A *routine* is a pattern of behavior that occurs on a regular basis. Routine activities should happen at approximately the same time each day. Routines help students feel secure because they know what to expect. Routines also provide students with a sense of schedule.

TAKS WRITING

Have students list activities in their lives that would be considered routine. Lead them to suggest ways to maximize effective routines in their lives. Have students brainstorm routines in the lives of all school-age children. Possible routine activities for school-age children include the following:

- normal and adequate mealtimes
- the proper amount of sleep
- hand washing and other hygiene practices
- scholastic tasks and homework
- scheduled athletic practices and events

Using the main categories of routine activities listed above, plus any other routines brainstormed by the students, expand and add activities that would fall under these main categories. For example, under the category of hygiene practices, have students list specific activities in that area, such as washing hair or brushing teeth. Under the category of proper amount of sleep, a specific activity would be to establish a regular bedtime.

3D2) Have students list routine activities that occur in the classroom. Ask students how they think routines improve the classroom environment.

TAKS READING

Field Experience

As background for observing instructional routines in the field-site classroom, have students read the section on Instructional Routines on pages 251-255 of *Reaching to Teach*. Assign students to observe learners in the field-site classroom to determine how the field-site teacher handles such situations as beginning the day, hand raising, getting help, computer rotation, ending the day, and free time. Have students list in chart form methods used for each situation.

Refer to the section, Free Time, on pages 252-253. Have students list activities similar to those given under "free time" that the learners do in the field-site classroom when they finish an assignment.

Suggested Resources – Section 3D

- *Reaching to Teach*: Chapter 9, Routines and Procedures

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3E) Describe developmentally appropriate guidance techniques for school-age children.

Guidance Techniques for School-Age Children

3E1) Ask students to define the term *guidance techniques*. Lead them to brainstorm different ways to apply guidance to school-age children. Ask students why they think society expresses differing viewpoints on issues related to guidance and discipline.

TA34 Guidance Information Sheet

3E2) Provide students an overview of guidance using Teaching Aid 34, ***Guidance Information Sheet***. Discuss points with the students and expand on each point. Explain that guidance can be direct or indirect. Ask students to differentiate between direct and indirect guidance and to list examples of each. Point out that:

- direct guidance involves direct interaction with the learner. Three types are physical guidance, verbal guidance, and affective guidance.
- indirect guidance does not use direct communication. Some forms of indirect guidance include arranging space, setting examples, making plans, and setting time schedules

TA35 Direct and Indirect Methods of Guidance

Distribute copies of Teaching Aid 35, ***Direct and Indirect Methods of Guidance***. Use the information to expand students' discussion and examples.

TA36 Guidance Techniques for Use with School-age Children

TAKS READING

3E3) Distribute copies of Teaching Aid 36, ***Guidance Techniques for Use with School-age Children***. Refer back to specific guidance techniques that were mentioned in the prior brainstorming session. Divide the class into small groups. Assign each group one or more of the guidance techniques. Have the small groups create skits demonstrating each of the techniques. As skits are presented, discuss with the class the appropriateness for classroom guidance.

TAKS WRITING

3E4) Have students write scenarios describing a teacher/student interaction with the following:

- demonstrating
- leading
- removing
- gesturing
- praising
- using body language
- guiding verbally
- listening carefully
- using eye contact
- using short sentences
- using action verb to start the sentence
- giving one direction at a time
- giving only necessary directions
- giving appropriate choices
- giving logical reasons
- stating limits or rules
- resolving conflict over rules
- avoiding competition

Allow students to present scenarios to the class. Lead students to evaluate the scenarios for effectiveness in the classroom and appropriateness of guidance techniques.

3E5) From *Reaching to Teach*, pages 272-273, lead students to read and discuss the following principles of good instruction: focus attention/ group alerting; pacing; monitoring attention; stimulate attention; overlappingness; smooth transitions; closure; and checking for understanding. Have students describe how each principle would be a key in effective classroom management.

3E6) Assign students to observe in the field-site classroom, on the playground, or in the cafeteria. As an observation tool, have students complete Teaching Aid 37, ***Guidance Observation***. Following the observations, lead students to share some of the effective guidance techniques they observed. Lead students to discuss question #5, "Why is it important for teachers to be consistent in guiding students?"

TA37 Guidance Observation

TAKS WRITING

Field Experience

Suggested Resources – Section 3E

- *Reaching To Teach*: Chapter 10

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3F) Identify developmentally appropriate practices that promote children's appreciation for diversity.

Promoting Appreciation for Diversity

3F1) Have students list ways that students in a classroom are different or diverse. Examples might be differences in these areas: ethnic, economic, physical, gender, language, backgrounds, and cultural. Explain that *diversity* simply means "different from one another" or a "variety."

Ask students what role diversity would play in the classroom. Have students research and write a report on the topic of diversity in the classroom. Lead students to share findings with the class. Have students discuss the following questions in relation to diversity:

TAKS WRITING

- Why would it be important to promote appreciation for diversity in the classroom?
- How can teachers accomplish this?
- How would classroom diversity make teaching more challenging?

Key Questions

Point out that diversity in the classroom will also include teaching from both ends of the spectrum: the gifted and talented versus those with disabilities. Plus, diversity in education also includes bilingual education and multicultural education.

TAKS WRITING

3F2) Have students write appropriate strategies a teacher could use that would promote a school-age child's appreciation for diversity. Examples included the following:
- Have students share a custom that is representative of the family's culture.
- Conduct educational experiences in a variety of ways in order to meet the varying backgrounds of the student.
- Explore different cultures.
- Actively look for experiences involving differences among students.
- Be sensitive to the differences of others.

TAKS READING

3F3) Divide the class into groups to research the following topics: bilingual education and multicultural education. If possible have a guest speaker who is knowledgeable in these areas to speak to the students. Discuss as a class how each of these topics relate to an appreciation of diversity in the classroom.

TAKS MATH

Field Experience

3F4) Have students collect statistics and create a chart reflecting diversity within their field-site classrooms. Students may chart characteristics such as gender, ethnicity, disabilities, gifted/talented, or other differences among learners. Students should consult with the field-site teachers regarding the characteristics selected. After data has been collected, have students prepare a graph, such as a pie chart, bar graph, or line graph, displaying the kinds of diversity in that classroom. Lead students to share results with the class.

Suggested Resources – Section 3F

- *Reaching to Teach*: Chapter 11

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3G) Discuss the impact of child abuse on children and families.

Impact of Child Abuse

3G1) Explain to students that child abuse is an ever increasing problem. An estimated 2.8 million children were reported as suspected child abuse or neglect cases in 1998 and over 900,000 of them were confirmed as victims of child abuse and neglect. (As reported by the Administration for Children and Families, U.S. Dept. of Health and Human Services. ACF Press Room: HHS Reports New Child Abuse and Neglect Statistics, Washington, D.C. April 10, 2000)

Ask students to suggest feelings that may surface when people hear the term *child abuse*. (As a teacher, be sensitive to the issue of confidentiality, realizing that some students in the classroom may have been a victim of child abuse, or know of someone who has experienced child abuse.)

3G2) Display Teaching Aid 38, ***Types of Child Abuse***, and explain the different types of child abuse. Assign each group one of the types of child abuse. Have each group brainstorm ways each type of abuse may be manifested; in other words, what might a teacher observe in the classroom that would indicate possible child abuse. For example: Physical abuse – unexplained broken bones, bruises, cuts; an inconsistent explanation for an injury.

TA38 ***Types of Child Abuse***

Using Teaching Aid 39, ***Signs of Child Abuse,*** further discuss signs of child abuse. Have students match each sign to one of the types of child abuse. Lead students to discuss how any of the types of child abuse might affect a student's classroom performance or behavior.

TA39 ***Signs of Child Abuse***

3G3) Distribute Teaching Aid 40, ***Effects of Child Abuse Include...*** Discuss the varying effects of child abuse. Again, direct discussion toward the perspective of the classroom teacher, leading students to consider the role and responsibility of the classroom teacher in relation to the impact of child abuse on students.

TA40 ***Effects of Child Abuse Include...***

3G4) Using Teaching Aid 41, ***Parents Who Abuse Their Children***, discuss potential characteristics of an abusive parent. Point out that no one characteristic indicates abuse; many parents and families experience several of the listed characteristics. However, taken as a whole, the factors listed are characteristic of abusive parents.

TA41 ***Parents Who Abuse Their Children***

Ask students to suggest methods that they think could reverse these characteristics, as well as means of helping individuals who are victims of child abuse. **Note**: The Texas Department of Protective and Regulatory Services has a Web site entitled, "It's Up to You," which has excellent information on preventing abuse and neglect. Under "How to Help" are listed "20 Ways You Can Prevent Child Abuse" (*www.itsuptoyou.org*). Students could visit this site and incorporate suggestions in their discussions. The information, as well as additional activity ideas suggested on the site, could be used in various FCCLA projects, such as STOP the Violence, Families First, or STAR Events: Chapter Service or Focus on Children.

FCCLA

3G5) Using the Internet and other resources, have students write a mini-research paper on child abuse, listing the numbers involved, causes, and possible solutions. Have students report findings to the class. **Note**: Source of statistics include Web sites below.

TAKS WRITING TAKS READING

3G6) As an FCCLA project, have students design and conduct a chapter activity based on STOP the Violence materials available through the state and national organizations.

FCCLA

Suggested Resources – Section 3G

- Texas Department of Protective and Regulatory Services *www.tdprs.state.tx.us* and *www.itsuptoyou.org*
- Children's Defense Fund *www.childrensdefense.org*

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3H) *Identify responsibilities and procedures for citizens to report child abuse.*

Reporting Child Abuse

TA42 What Should I Know About Reporting Child Abuse?

TAKS WRITING

3H1) Lead students to discuss the role of citizens in reporting suspected child abuse. Have students research on the Internet and other resources the procedural steps in reporting child abuse. Explain to students that in many states teachers are required by law to report suspected cases of child abuse. Have students design a chart to follow, using the steps to report child abuse. See Teaching Aid 42, ***What Should I Know About Reporting Child Abuse?***

Key Questions

- Why does child abuse often times go unreported?
- What situations or causes might prevent an adult from reporting child abuse?
- What is the responsibility of a teacher to report suspected child abuse?

TAKS WRITING

3H2) Invite a guest speaker from Child Protective Services to talk to the class concerning child abuse. Have the speaker emphasize the role a teacher plays in reporting incidences of child abuse, as well as the role of all citizens. Assign each student to write down three key points they thought were most important from the speaker's presentation.

Suggested Resources - Section 3H

- Texas Department of Protective and Regulatory Services
  www.tdprs.state.tx.us and *www.itsuptoyou.org*
- Children's Defense Fund
  www.childrensdefense.org

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FCCLA ACTIVITIES

- Ready, Set, Read!
- Families First
- STAR Event: Focus on Children; Chapter Service
- STOP the Violence
- Additional FCCLA activity ideas for this section are included in the **Blended Activities** section.

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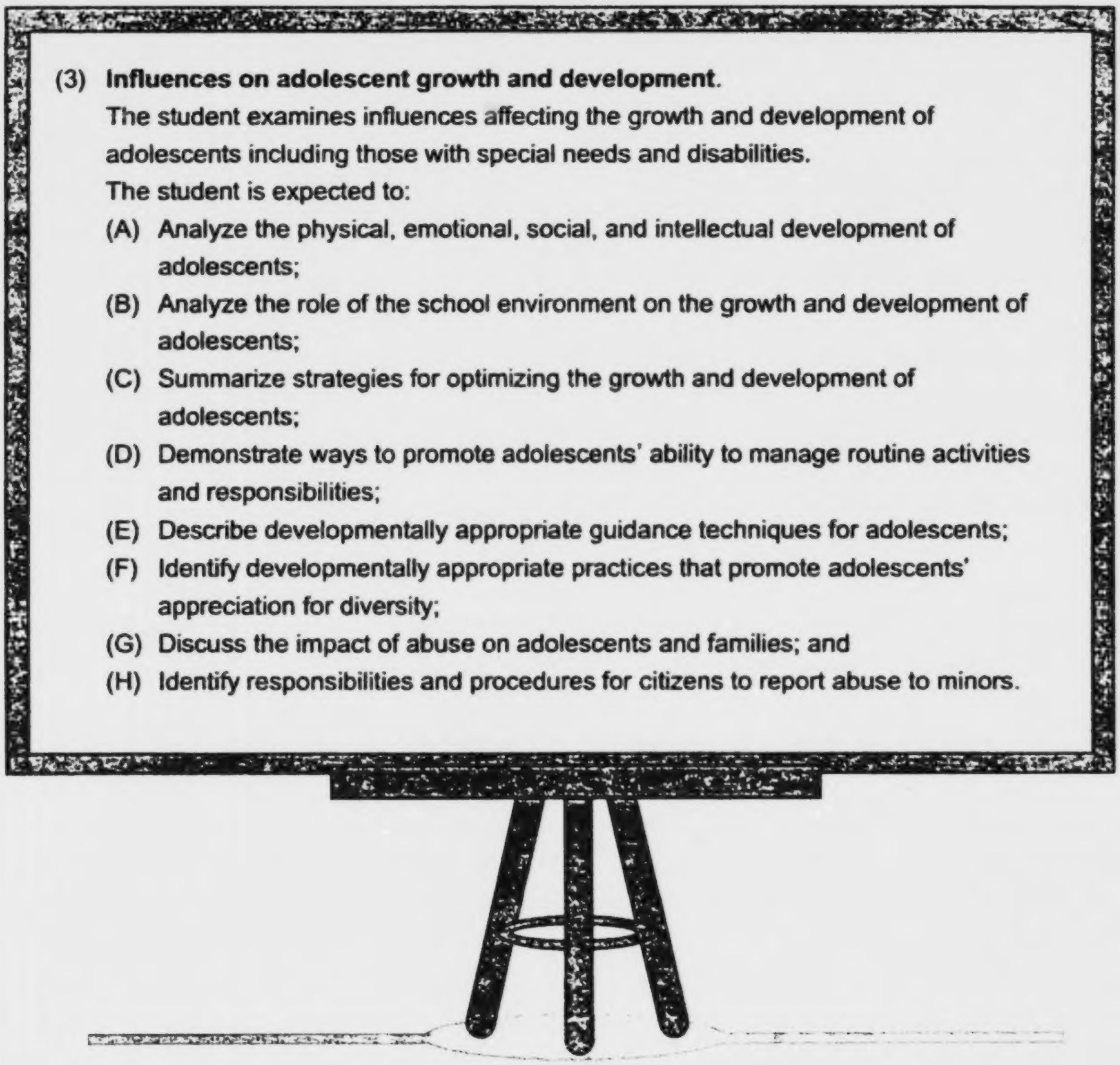
Section 4

- *Exploring Education Careers TEKS 4*



(3) **Influences on adolescent growth and development.**

The student examines influences affecting the growth and development of adolescents including those with special needs and disabilities.

The student is expected to:

(A) Analyze the physical, emotional, social, and intellectual development of adolescents;

(B) Analyze the role of the school environment on the growth and development of adolescents;

(C) Summarize strategies for optimizing the growth and development of adolescents;

(D) Demonstrate ways to promote adolescents' ability to manage routine activities and responsibilities;

(E) Describe developmentally appropriate guidance techniques for adolescents;

(F) Identify developmentally appropriate practices that promote adolescents' appreciation for diversity;

(G) Discuss the impact of abuse on adolescents and families; and

(H) Identify responsibilities and procedures for citizens to report abuse to minors.

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TOPICAL OUTLINE

4A Adolescence
Principles of Adolescent Development
Problems in Adolescence

4B Role of the School Environment on Adolescent Development

4C Optimizing the Growth and Development of Adolescents

4D Routines for Adolescents

4E Guidance Techniques for Use with Adolescents

4F Promoting Appreciation for Diversity

4G Impact of Abuse

4H Reporting Abuse

A*

4A) *Analyze the physical, emotional, social, and intellectual development of adolescents.*

Adolescence

4A1) Have students define *adolescence*, and provide students with background information. *Adolescence* comes from the Latin word adolescere, "to grow up." It occurs approximately between ages 11 and 14, but can be earlier or later and is often viewed as a period of transition between youth and adulthood. Adolescents today are vastly different from any prior generation. Have students define *puberty*. Point out that one of the main signs of adolescence is puberty, and that puberty has physical, emotional, social, and intellectual characteristics. Have students read references to determine signs of puberty in each developmental category. Lead a class discussion about adolescent development based on findings.

TAKS READING

- How do various characteristics of adolescence and puberty impact student behavior in the school setting?
- What are the implications for teachers and students?

Key Questions

4A2) Assign each student to interview an adult; work with students to ensure that adults interviewed represent a variety of ages, including older adults. Have students compare how the recollections of these adults differ from the adolescent's experiences of today. Ask students to summarize in writing perceived differences between their adolescent experience thus far and that of an adult the age of their parent, guardian, or grandparent. Lead students to share findings.

TAKS WRITING

4A3) Using reference books, the Internet, or other resources, have students work in groups to research how the adolescent period of development in the United States is similar to or different from adolescent development in other cultures. Have groups write a one-page summary of the findings.

TAKS WRITING TAKS READING

Principles of Adolescent Development

4A4) Write the four categories of child growth and development on the board or on a transparency.

- physical development
- emotional development
- social development
- intellectual or cognitive development

Divide the class into four groups. Assign each group one of the categories of development. Have each group write a definition for their assigned category and then research characteristics of adolescents that are typical of each category. Possible responses are

TAKS WRITING TAKS READING

found in *Reaching to Teach* Chapter 14, Parallel Development Charts. Lead students to present information to the class.

4A5) Refer students to Figure 16.4, A Brief Summary of Parallel Development during Adolescence, on page 360 of *Reaching to Teach*. Have students chart differences between each age group in the areas of physical, emotional, social, and intellectual/cognitive development.

4A6) Using current fashion magazines, have students find pictures of models and compare these images to real-life images. Lead students to discuss societal demands on body images. Ask how realistic it is to strive to have a "model" figure. Have students research the topics of anorexia, bulimia, and other adolescent eating disorders. In their research, have students answer the following questions:

- What are the symptoms?
- What are the causes?
- How can the disorder be treated?
- How many adolescents does the disorder affect?

Lead a class discussion on the impact of eating disorders on adolescent students and preventative measures to avoid these eating disorders.

FCCLA

4A7) Have students list healthy living habits that would promote physical fitness. Such topics as diet, exercise, and sleep could be discussed. As an FCCLA Student Body: Fitness project, students could develop this information and present it to their peers to educate them on fitness.

Field Experience

4A8) Instruct students to interview a teacher in middle school or high school about physical development of adolescents. Students assigned to field-site classrooms at these grade levels could interview their field-site teachers. Lead students to develop questions in advance, such as the following:

- What are the main aspects of physical development that impact adolescents in the classroom?
- To what extent do your adolescent students exhibit healthy living habits?
- Why is it important that teachers of adolescents have a basic understanding of adolescent development?

4A9) Have students view a videotape on physical changes in adolescence, such as *Adolescence: Physical Growth & Development*, available from The Curriculum Center for Family and Consumer Sciences.

TAKS
WRITING

Ask students to list feelings that are common among adolescents. Discuss factors that affect an adolescent's feelings and emotions. Lead a class discussion on how the desire to be independent conflicts with a parent's desire to continue having control over the adolescent. Using the feelings listed, have students create a collage expressing common adolescent feelings. Students may clip pictures from magazines that express feelings or create freehand illustrations.

TAKS READING

4A10) Lead students to discuss how they think an adolescent might learn appropriate behavior. Assign them to read the section, Kohlberg's Model of Moral Development, on pages 367-369 of *Reaching to Teach*. Refer students to Table 8.2, Kohlberg's Theory of Moral Reasoning, and have students review the three stages of moral reasoning and suggest ways teachers can help students develop to higher stages. Reinforce the importance of teachers and parents modeling appropriate behavior for adolescents.

TAKS WRITING

4A11) Have students view a videotape on the social and emotional changes in an adolescent, such as *Adolescence: Social & Emotional Development*, available from The Curriculum Center for Family and Consumer Sciences. Instruct students to outline key points presented in the video, and lead a discussion based on information presented.

Key Questions

- What is one of the major tasks of adolescence?
- What factors influence an adolescent's search for identity?
- How would these factors influence selection of effective teaching strategies and methods to use with adolescents?

4A12) Ask students to define *popularity*, and have them list characteristics of a "popular" adolescent. Caution students not to say or do anything during the discussion that would hurt another student's feelings. Ask students to define a *clique*. A *clique* is a group of students with similar interests. Lead a class discussion relating students' definitions to social development in adolescence.

Key Questions

- Why do students think it is important to belong to a group?
- What are some different cliques or groups on campus?
- What characteristics are common in the different cliques or groups?
- How do cliques or groups impact the classroom?
- How can teachers deal positively with cliques and groups in the classroom?

TAKS WRITING

4A13) Ask students to define *peer pressure*. Write on the board: "Positive Peer Pressure" and "Negative Peer Pressure." Have students list factors under each category. Divide the class into small groups. Have the groups write scenarios to illustrate positive and negative peer pressure that directly or indirectly relates to learning or classroom behavior. Lead groups to share or act out the scenarios.

4A14) Ask students to list some of the latest trends in which adolescents are participating. Point out that adolescents often engage in trendy behavior or wear the latest styles in fashion in order to fit in with the group. Lead students to infer how various examples of trendy behavior might impact adolescents' school lives.

TAKS READING

4A15) Lead a class discussion in how social relationships change during adolescence. Have students read the section, Erikson's Model of Psychosocial Development, on pages 365-366 of *Reaching to Teach.* Referring to Table 8.1 on page 368, Erikson's Eight Stages of Pychosocial Development, lead students to discuss the characteristics and tasks associated with the adolescent stage of social development.

Key Questions

- What does Erikson see as the primary psychosocial crisis that adolescents must face?
- What tasks does Erikson suggest adolescents must accomplish?
- How does Erikson's theory impact the way a teacher of adolescents manages the classroom and instruction?

TAKS WRITING

4A16) Arrange for a guest speaker from a school-based or agency-sponsored program designed to provide counseling and other services to adolescents. Ask the speaker to provide information such as the types of services provided, why those services are needed, and statistics and/or trends related to adolescents. Lead students to prepare questions in advance of the speaker, and have them take notes of key points during the presentation. Afterward, have students describe the program and evaluate its effectiveness for meeting the needs of adolescents.

TAKS READING

4A17) Ask students how they think their thinking and reasoning skills have changed since becoming an adolescent. Refer students to Figure 8.1, Piaget's Stages of Cognitive Growth, on page 366 of *Reaching to Teach.* Have students discuss the *Formal Operations (11-15 years)* stage and list characteristics of an adolescent's cognitive ability. Lead students to suggest ways the characteristics translate to designing effective learning experiences for adolescents.

4A18) Have students view a videotape on changes in adolescent thinking and moral reasoning, such as *Adolescence: Cognitive & Moral Development,* available from The Curriculum Center for Family and Consumer Sciences.

TAKS WRITING

Divide the class into small groups. Have each group write a scenario of a problem that an adolescent might face. Have groups trade problems and decide how an adolescent might appropriately handle that problem. Emphasize the adolescent's ability to predict and think of several solutions. Following is a sample:

The person who drove to the party has had several drinks. It is time to go home and the adolescent is trying to decide whether to ride home with the driver who has been drinking or find another ride. Curfew is quickly approaching and the student can't decide what to do.

4A19) Using the categories of growth and development (physical, emotional, social, and intellectual) have students observe in the field-site classroom and note differences among adolescent students. Instruct students to write details about individual differences. Caution students not to name the learners by name, but rather to write down developmental differences without specific names.

TAKS WRITING

Field Experience

Have students turn in their written observations, accompanied by a brief paper explaining how they think these differences will affect classroom management and planning.

Problems in Adolescence

4A20) Ask students to list developmental stresses and problems that begin to surface during adolescence. Have students read Developmental Stresses and Tasks of Adolescence on pages 372-373 of *Reaching to Teach* and then use this information to expand or revise their lists. Have students answer the questions listed under the photograph on page 373, giving special emphasis to the last question: "Why is information about development important to teachers?"

TAKS WRITING TAKS READING

Divide the class into groups to correspond to the number of adolescent problems listed. Have each group research the topic specific to adolescents and write a report. Lead students to share findings with the class. Ask students to include in their reports such factors as:
- Causes of the problem
- Number of adolescents affected by the problem
- Symptoms of the problem
- Solutions to the problem
- How the problem could affect school performance

TAKS WRITING

Refer students to Figure 8.5, What Teachers Can Do To Help Children and Adolescents Develop, on page 374 of *Reaching to Teach*. Lead students to cite specific ways each of the suggestions could be implemented in the classroom.

4A21) Have students view a videotape on challenges facing adolescents. Two examples are the following videotapes available from The Curriculum Center for Family and Consumer Sciences:
- *Adolescence: Current Issues I*, which covers such challenges as pregnancy, STDs, sexual harassment, and substance abuse
- *Adolescence: Current Issues II*, which addresses depression, suicide, delinquency, violence, runaways, and dropouts

Lead students to infer the impact of such issues on adolescent students and their teachers.

4A22) Have students read the section on Learning Styles on page 377 of *Reaching to Teach*. Have students create a definition of *learning styles*. *Learning styles* refers to the different approaches to learning that work best for the student. Lead students to predict how varying learning styles would affect adolescents in the classroom.

TAKS READING

TAKS WRITING

Have students answer the questions listed under the section, Identifying Your Learning Style Preferences, on page 377 of *Reaching to Teach*. Lead them to share and discuss responses.

Key Questions

- Why is it important for teachers to understand that students learn best in different ways?
- What are some ways in which students learn differently?
- How can a classroom teacher accommodate the varied learning styles of adolescent learners in a classroom?

Suggested Resources – Section 4A

- *Reaching to Teach*: Chapters 14 and 15
- Videotapes available from The Curriculum Center for Family and Consumer Sciences:
  - *Adolescence: Cognitive & Moral Development*
  - *Adolescence: Physical Growth & Development*
  - *Adolescence: Social & Emotional Development*
  - *Adolescence: Current Issues I*
  - *Adolescence: Current Issues II*

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4B) *Analyze the role of the school environment on the growth and development of adolescents.*

Note to Teacher: Refer to Section 3B for additional strategies that can be adapted to lead students to analyze the role of the school environment on the growth and development of *adolescents* instead of school-age children.

Role of the School Environment on Adolescent Development

TAKS WRITING

4B1) Have students work in groups to list characteristics of a school environment that would impact positively the growth and development of adolescents. In order to list characteristics, tell students to think of the type of school environment that best promotes their own learning.

Through a poster, illustration, PowerPoint, or other visual display, have each group present the characteristics of this model school environment to the class. Lead students to compile a class list of characteristics that build a positive school environment. The complied list could be added to students' Teaching Resource Portfolios.

Field Experience

4B2) Instruct students to interview field-site teachers to determine specific ways the teachers can create optimal learning environments in their classrooms. Lead students to develop questions to guide interviews, such as the following:

- In what ways does an optimal school environment for adolescents differ from that for young children?
- Why is the school environment important in the growth and development of adolescents?
- In what ways can the teacher create or promote a positive school environment for adolescents?
- How can different learning styles of students, who function best in different types of environments, be accommodated within one classroom?

Suggested Resources – Section 4B

- *Reaching to Teach*: Chapter 9 (See section on Room Environment)

4c) Summarize strategies for optimizing the growth and development of adolescents.

Optimizing the Growth and Development of Adolescents

> *Note to Teacher*: Refer to Section 3C for information and additional strategies that can be adapted for optimizing the growth and development of *adolescents* instead of school-age children.

TAKS WRITING

4C1) Ask students to list in writing ways they think adolescents might improve or show progress in some area of their lives. Suggested responses for improvement include: practice, seeking outside professional help, seeking assistance from a peer, and studying. Lead students to suggest ways teachers can promote adolescent development, and the resulting impact on student learning.

TA43 ***Strategies that Optimize Adolescent Development***

TAKS WRITING

4C2) Have each student select one of the four categories of development – physical, emotional, social, or intellectual; guide selection so that all categories are represented. Instruct students to devise strategies to help the adolescent grow and develop in that area. Use Teaching Aid 43, ***Strategies that Optimize Adolescent Development***, as an outline for the assignment. It may be beneficial to brainstorm sample strategies as a group in order to stimulate student ideas.

Following completion of the activity, lead students to share their suggested strategies, and allow other students to add ideas. **Note**: Selected strategies could be compiled into a chart of Strategies that Optimize Adolescent Development in the Classroom; suggestions could be used later when students develop lessons in their field-site classroom and also included in the Teaching Resource Portfolio.

TAKS WRITING

Field Experience

4C3) Using the field-site teacher's classroom as an observatory, have students watch for strategies used in the classroom that would serve to optimize growth and development in the adolescent. Have students record strategies and share with the student's classroom.

TAKS READING

4C4) Instruct students to read the section, Maslow's Model of a Hierarchy of Needs, on page 370 of *Reaching to Teach*. Have students explain in their own words Maslow's Hierarchy of Needs. Lead students to express how the model would relate to working with students in the classroom. Referring to Figure 8.4, page 372, have students analyze how the hierarchy might affect a teacher's instructional strategies and classroom management.

Suggested Resources – Section 4C

- *Reaching to Teach*: Chapter 15

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4D) Demonstrate ways to promote adolescents' ability to manage routine activities and responsibilities.

Routines for Adolescents

4D1) Ask students to give their definition of a *routine*. A *routine* is a pattern of behavior that occurs on a regular basis. Routine activities happen at about the same time each day. Routines create habits, and positive habits can be beneficial. Lead students to discuss how they think habits can be both beneficial or detrimental to an adolescent, depending on the habit.

Have students list activities in their lives that would be considered a routine for an adolescent. Possible routine activities include:

- normal and adequate mealtimes
- the proper amount of sleep
- hygiene practices
- scholastic tasks and homework

TAKS READING

Using the main categories of routine activities listed above, plus any other routines brainstormed by the students, expand and add activities that would fall under these main categories. Have students research each topic. For example, have students research exactly how much sleep an adolescent requires. Next, discuss whether the class thinks most adolescents receive the adequate amount of sleep. Lead a class discussion based on students' findings.

- What implications do these results have on classroom instruction and learning?
- What are specific ways and activities to motivate students toward practicing positive routines?

Key Questions

TAKS READING

Field Experience

4D2) Point out that classroom routines provide stability and order. From pages 251-255 of *Reaching to Teach*, instruct students to read the section on Instructional Routines as background for observing instructional routines in the field-site classroom. Assign students to observe in the field-site classroom to determine how the field-site teacher handles such situations as beginning the day, hand raising, getting help, free time, computer rotation, and ending the day. Have students list in chart form methods used for each situation.

Refer to the section, Free Time, on pages 252-253 of *Reaching to Teach*. Have students list activities similar to those given under "free time" that the learners do in the field-site classrooms after they finish an assignment.

Suggested Resources – Section 4D

- *Reaching to Teach*: Chapter 9

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4E) Describe developmentally appropriate guidance techniques for adolescents.

Guidance Techniques for Use with Adolescents

Note to Teacher: Refer to Section 3E for additional strategies related to developmentally appropriate guidance techniques for *adolescents* instead of for school-age children.

4E1) Ask students what rules they think an adolescent should have to follow. Write down the rules and discuss the differences between rules for school-age children and rules for adolescents.

Point out that the biggest challenge in establishing and enforcing rules for adolescents is that adolescents feel older and more responsible than they really are. With an adolescent, the responsibility needs to be released gradually. The amount and degree by which independence is granted is the root of many adolescent/parental conflicts. Guide the discussion toward why rules are necessary for classroom control.

4E2) Discuss the following guidance suggestions for adolescents. Have students evaluate each idea for its validity and effectiveness, and lead them to provide specific examples of ways each suggestion could be applied.

- Goal setting in the areas of personal, professional, and academic life
- Organizational habits - schoolwork, calendar
- Budgeting of time for school, work, personal
- Transitional skills between school age and adolescent and between adolescent and adulthood

TAKS READING

4E3) From *Reaching to Teach*, pages 272-273, lead students to read and discuss the following principles of good instruction: focus attention/group alerting; pacing; monitoring attention; stimulate attention; overlappingness; smooth transitions; closure; and checking for understanding. Have students describe how each principle would be a key in effective classroom management.

TA37 Guidance Observation

TAKS WRITING

Field Experience

4E4) Assign students to observe in the field-site classroom, a commons area, or in the cafeteria. As an observation tool, have students complete Teaching Aid 37, ***Guidance Observation***. Following the observations, lead students to share some of the effective guidance techniques they observed. Lead students to discuss question #5, "Why is it important for teachers to be consistent in guiding students?"

Suggested Resources – Section 4E

- *Reaching to Teach*: Chapter 10

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4F) Identify developmentally appropriate practices that promote adolescents' appreciation for diversity.

Promoting Appreciation for Diversity

Note to Teacher: Refer to Section 3F for additional strategies that can be adapted to lead students to promote appreciation for diversity in *adolescents* instead of school-age children.

4F1) Lead students to discuss the many ways learners can be different or diverse. Examples of differences include ethnic, economic, physical, gender, language, backgrounds, and cultural. Explain that diversity simply means "different from one another" or a "variety."

TAKS MATH

Field Experience

Have students collect statistical information and create a chart reflecting diversity within their field-site classrooms. Students should first consult with the field-site teachers regarding the characteristics selected to record. After data has been collected, have student prepare a graph, such as a pie chart, bar graph, or line graph, displaying the kinds of diversity in that classroom. Lead students to share results with the class.

Lead students to list ways in which diversity strengthens the classroom. Have students develop a visual display to share the positive statement about diversity with their field-site teachers.

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4G) Discuss the impact of abuse on adolescents and families.

Impact of Abuse

Note to Teacher: Refer to Section 3G as a guideline for strategies that can be adapted for discussing the impact of abuse on adolescents and their families. As always, be sensitive to the potential that some students in the classroom may have been victims of abuse or may know someone who has experienced abuse.

TAKS WRITING

Field Experience

4G1) Have students discuss with their field-site teachers the impact of child abuse on adolescents and their families, from the perspective of a teacher. On the basis of that discussion, assign students to write an essay explaining why it is important for a teacher to understand the issue of child abuse and its impact on adolescent students.

Suggested Resources – Section 4G

- Texas Department of Protective and Regulatory Services
  www.tdprs.state.tx.us and *www.itsuptoyou.org*
- Children's Defense Fund
  www.childrensdefense.org

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4H) *Identify responsibilities and procedures for citizens to report abuse to minors.*

Reporting Abuse

> *Note to Teacher.* Refer to Section 3H as a guideline for strategies that can be adapted for discussing responsibilities and procedures for reporting abuse to minors.

4HI) As an FCCLA project (i.e., STOP the Violence), guide students to develop an informative poster or other visual display that cites responsibilities and procedures for citizens to report child abuse. Help students find appropriate opportunities to display and explain the poster.

Suggested Resources – Section 4H

- Texas Department of Protective and Regulatory Services
  www.tdprs.state.tx.us and *www.itsuptoyou.org*
- Children's Defense Fund
  www.childrensdefense.org

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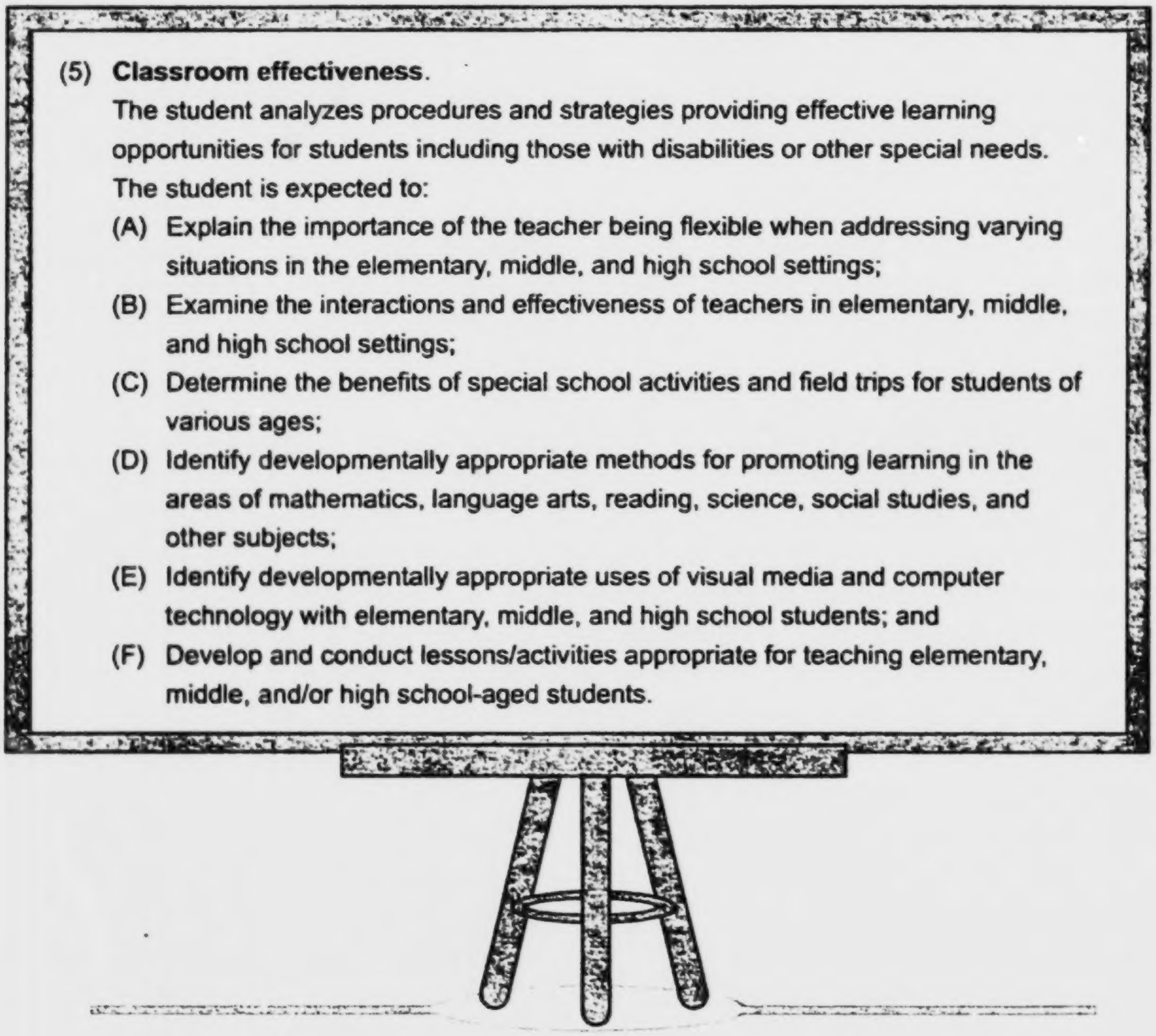
FCCLA ACTIVITIES

- STAR Events: Focus on Children; Chapter Service
- STOP the Violence
- Student Body: Fitness
- Additional FCCLA activity ideas for this section are included in the **Blended Activities** section.

Section 5

- ***Exploring Education Careers TEKS 5***
- ***Elementary School Teacher Assistant TEKS 4****
- ***Elementary School Teaching Internship TEKS 4****



(5) **Classroom effectiveness.**

The student analyzes procedures and strategies providing effective learning opportunities for students including those with disabilities or other special needs. The student is expected to:

(A) Explain the importance of the teacher being flexible when addressing varying situations in the elementary, middle, and high school settings;

(B) Examine the interactions and effectiveness of teachers in elementary, middle, and high school settings;

(C) Determine the benefits of special school activities and field trips for students of various ages;

(D) Identify developmentally appropriate methods for promoting learning in the areas of mathematics, language arts, reading, science, social studies, and other subjects;

(E) Identify developmentally appropriate uses of visual media and computer technology with elementary, middle, and high school students; and

(F) Develop and conduct lessons/activities appropriate for teaching elementary, middle, and/or high school-aged students.

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* There are differences in exact wording of the TEKS for Exploring Education Careers and TEKS for Elementary School Teacher Assistant and Elementary School Teaching Internship. The latter two courses are targeted toward the elementary school setting (Pre-K through 3rd grade). Please refer to the TEKS in the front of the book for exact wording.

BEST COPY AVAILABLE

TOPICAL OUTLINE

5A Flexible Teachers
- Adapting to Students Who Vary in Ability and Disability

5B Characteristics of an Effective Teacher
- Mental/Intellectual and Social/Emotional Duties of a Teacher
- Preparation and Management
- Positive Professional Relationships with Students
- Knowledge of Subject Matter
- Authentic Learning

5C Benefits of Special School Activities and Field Trips
- Planning for Effectiveness
- Electronic Field Trips

5D Learning Styles
- Developmental Appropriateness

5E Visual Media and Computer Technology
  - Computer Availability
  - Software
- Teachers, Students, and Technology

5F The Importance of Variety in Lessons and Activities
- Factors to Consider in Planning Lessons
  - Objectives of the Lesson
  - Learning Activities
  - Implementation of Ideas
  - Evaluation and Assessment
- Lesson Planning
- Student-Centered vs. Subject-Centered Curriculum

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5A) Explain the importance of the teacher being flexible when addressing varying situations in the elementary, middle, and high school settings.

Flexible Teachers

5A1) As a class, define the word *flexible*. *Flexible* may be defined as characterized by a ready capability to adapt to new, different, or changing requirements. Ask students why they think flexibility would be an asset for a teacher.

Ask students to think of a favorite teacher they have had in the past who exhibited flexibility. Lead students to discuss the impact the teacher had on students and how flexibility contributed to the teacher's effectiveness.

Key Questions

- What did this teacher do in the classroom that made a difference in your life?
- Did this teacher make a difference in only your life or the lives of all the students in the classroom? Why?
- In what ways did this teacher exhibit flexibility?
- How did flexibility contribute to the teacher's effectiveness?

5A2) Have students brainstorm situations when they have been directly involved with a teacher who had to be flexible, or perhaps should have been flexible. Caution students not to name specific names when giving examples, if the example is not positive. Challenge students to think of examples from different times in school, including elementary, middle, and high school. Lead students to identify reasons why they think it is important for teachers to be flexible in the classroom. When might it not be appropriate for a teacher to be flexible?

5A3) Write the following statement on the board or overhead:

A typical classroom can be:
- Full of surprises
- Spur-of-the-moment
- Unpredictable
- On a shortened schedule
- Out-of-the-ordinary

Lead a classroom discussion as to why a classroom might have the above characteristics. Ask students for real-life examples they have experienced in a classroom that demonstrate the above characteristics. Specific examples include the following:

- A guest speaker does not arrive on time.
- Needed materials are not available or are not ready.
- A student in the class or from school dies.
- The teacher's lesson plan is not "working" with students.

Key Questions

- How would a teacher's ability to be flexible be beneficial in a classroom with the above characteristics?
- How often do these characteristics occur in the classroom?
- What solutions or precautions might prevent some of these things from happening in the classroom?

TAKS WRITING

Field Experience

5A4) Using the field-site classroom for observation, have students note specific situations when teacher flexibility with students played a key role. Have students report findings to the class. If students are actively participating in the field-site classroom, have them share instances when they used flexibility when working with the learners.

TA44 Four Instructional Domains

5A5) Display a copy of Teaching Aid 44, ***Four Instructional Domains***. Explain that according to one educational model, the Praxis Framework for Teaching, it is important for teachers to be proficient in the four domains shown.

Divide the class into four groups, and assign each group one of the four domains. Have students brainstorm duties of the teacher that would be included in that domain. Have each group share their results with the whole class. Lead a class discussion on the various duties and the importance of flexibility in each of the four domains.

Key Questions

- What specific duties do teachers perform within each of the four domains of teaching?
- Why is it important for teachers to exhibit flexibility in each of these domains?
- What are specific examples when flexibility might be required in relation to each domain of teaching?

Adapting to Students Who Vary in Ability and Disability

TAKS WRITING TAKS READING

5A6) Teachers are required to exhibit a great amount of flexibility in adapting to varying needs of students. Have students read the section, How Do Students Vary in Ability and Disability?, from pages 378-384 of *Reaching to Teach*. Have students investigate differences in learners with exceptional skills and learners with disabilities. Using Table 8.3 from page 379 of *Reaching to Teach*, assign each student one of the disabilities listed. Have students describe the disability and give examples of classroom adaptations that would be necessary in order to meet the needs of the student. If a student has a learner in the field-site classroom with a disability comparable to one that is listed, allow the student to research that disability.

5A7) Have students view a videotape that presents information on learning disabilities. Two examples are the following videotapes available from The Curriculum Center for Family and Consumer Sciences:
- *Understanding Learning Disabilities*, which explores various

learning disabilities and ways to help children learn to compensate and succeed
- *Why Can't Michael Pay Attention?*, which covers symptoms, assessment, coping techniques, medication, and other aspects of ADHD

Lead students to suggest ways teachers would need to be flexible in dealing with students with disabilities such as those presented.

5A8) Have students read the Case to Consider, "Help! Tell Me About This Kid!" from pages 390-391 of *Reaching to Teach.* Instruct students to read the case study and answer the questions following, paying special attention to the need for adaptations for children with special needs.

TAKS READING TAKS WRITING

Suggested Resources – Section 5A

- Reaching to Teach: Chapter 15
- Videotapes available from The Curriculum Center for Family and Consumer Sciences:
  - *Understanding Learning Disabilities*
  - *Why Can't Michael Pay Attention?*

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5B) Examine the interactions and effectiveness of teachers in elementary, middle, and high school settings.

Characteristics of An Effective Teacher

5B1) Divide the class into pairs of students. Challenge each pair to list positive characteristics of good teachers. Offer a reward for the pair that comes up with the most characteristics. Remind students to think of examples from all areas in which the teacher functions.

Compile students' characteristics of a good teacher. Allow students to create a classroom size "Effective Teacher" poster. Have students illustrate the poster through drawings, pictures from magazines, or other artwork. Allow the poster to remain on the wall. As new characteristics are discovered, have students add the characteristic to the poster.

5B2) Assign students the task of interviewing three students who are not a part of the class. Have class members ask each student to list five characteristics of an effective teacher. Allow students to share responses in class. Add any different responses to the Effective Teacher Poster. Check Teaching Aid 45, ***Characteristics of an Effective Teacher***, for any characteristics the class might have missed. This list can be an ongoing project throughout the class.

TA45 Characteristics of an Effective Teacher

TAKS WRITING

Field Experience

5B3) Assign students to make a visual, such as a poster, mini-poster, or a PowerPoint project, highlighting one of the characteristics of an effective teacher. Encourage students to be creative. Arrange for display of the visuals in the classroom, field-site classroom, or other locations at school.

TAKS WRITING

Field Experience

5B4) Have students choose one of the characteristics highlighted on the "Effective Teacher" visuals and practice that characteristic during time spent in the field-site classroom. Have students report to the class the situation and results of modeling the characteristics. Have students create a checklist and do a self-evaluation periodically. The checklist might resemble a "Today I was...." type format. Remember that some characteristics will be difficult to practice or use, such as taking risks or being well-educated.

Mental/Intellectual and Social/Emotional Duties of a Teacher

5B5) Lead students to brainstorm duties of a teacher. Lead a class discussion on the fact that teachers must wear many different "hats" and have many jobs besides the transfer of knowledge to students.

TAKS WRITING

Have students group the duties of a teacher into broad categories, such as those listed below. For example, grading papers and writing a test could be grouped under "assessment." Next, ask students to divide the list of duties of a teacher into mental/intellectual duties and social/emotional duties. See suggestions below for examples. **Hint:** If students write each duty on a sticky note, the notes can be grouped and regrouped as divided.

Mental/Intellectual Duties of a Teacher

- Planning
- Organizing
- Scheduling
- Decision-making
- Curriculum design
- Assessment

Social/Emotional Duties of a Teacher

- Recognizing/reinforcing students
- Empathizing
- Caring

TAKS WRITING

Field Experience

5B6) Schedule with the field-site teachers an opportunity for students to carry out or assist in each of the above listed mental/intellectual duties of a teacher. This assignment will take numerous field experiences to complete. For example, the field-site teacher could allow the student to help plan for a specific lesson. Or, the student could assist the field-site teacher in assessment by helping to prepare a test for the learners. As documentation, have students list the duties and then record when and how they assisted with each lesson. The field-site teacher can initial the completed log.

5B7) Have students observe and record in the field-site classroom opportunities for the field-site teacher to display the social/emotional duties of a teacher. Have students report observations back to the class, stating the grade level of the class observed. Ask students to note any patterns or surprises evidenced during the observations, and have the student propose possible reason for the occurrences.

TAKS WRITING

Field Experience

Preparation and Management

5B8) Instruct students to read pages 337-344 in *Reaching to Teach* for information in being prepared for the first days of school. Information will also assist in preparing for experiences in the field-site classroom. Use Worksheet 9.1 as a pretest and/or posttest for information in this section.

TAKS READING TAKS WRITING

5B9) Point out to students that perhaps the first step in becoming an effective teacher is to plan and organize. Teachers are asked to plan yearly in units or themes; weekly; daily; and by class periods. If possible, borrow lesson plan books from previous years from other teachers. Many times previous year's lesson plan books are stored in the administrative office. Collect a variety of lesson plans from different disciplines such as math, science, social studies, and language arts. If possible, obtain lesson plan books from elementary, middle, and high school.

Show students examples of lesson plan books, pointing out how a teacher conducts yearly, weekly, and daily planning, and also by class period. Have students select themes or units that seem to run throughout the year. (If possible, keep these lesson plan books for examples when teaching students lesson plan writing). Have students note additional items listed on the lesson plan, such as TEKS (Texas Essential Knowledge and Skills), GT (Gifted & Talented) enrichment, ESL (English as a Second Language) and IEP (Individual Education Plan) modifications. Explain that teachers have many variations to address in a lesson plan.

TAKS READING

5B10) Have students read the section, Ten Guiding Principles, on pages 344-347 of *Reaching to Teach*. Point out that the principles are geared toward the elementary schools classroom and would vary for middle and high school classes. Assign each student a principle and corresponding message to children. Have each student explain and visually illustrate the assigned principle. Lead a class discussion as students share their explanations and visuals with the class.

TAKS READING

Key Questions

- How does each principle contribute to a teacher's overall effectiveness?
- How might your assigned principle vary with a teacher in a middle or high school setting?

TAKS READING

5B11) Have students read the section titled What Are the Keys to *Successful Classroom Management?* on pages 67-70 of *Reaching to Teach*. After reading the section, have students brainstorm examples of each of the areas listed in the section including:

- The Democratic Classroom
- Preventive Planning
  - Establishing Rules and Procedures
  - Organizing and Planning for Instruction

Encourage students, when possible, to cite specific examples from their field-site classrooms.

5B12) Have students share personal examples of incidents when they embarked upon a situation unprepared; for instance, not being prepared for a test or for a job interview. Lead a class discussion on consequences of not being prepared in a situation. Explain how critical it is for teachers to be prepared before every class. Inadequate preparation by a teacher can lead to many problems.

Have students brainstorm possible problems in the classroom if the teacher is not adequately prepared. Examples might include: discipline issues, lack of student interest in subject matter, inability to control the class, and learning problems. By being well prepared for each class period, possible problems are often preventable.

5B13) Divide the class into small groups to brainstorm for differences that might exist in a class. Point out that, in planning for students, teachers have to consider many different variables that exist within the class. Give hints to students by pointing out obvious differences within the class.

TA46 Differences Within the Classroom

Compare student's responses with Teaching Aid 46, ***Differences Within the Classroom***. Discuss the meaning of each variable. Lead a class discussion on how these class differences would affect the planning and implementing of subjects taught. Emphasize that every variable affects the class and the teacher's planning. As an example, teachers have to gauge the ability level of all students in the classroom and then use that knowledge to plan for instruction.

TAKS WRITING TAKS READING

5B14) Explain to students that part of being prepared for class involves proper organization and distribution of supplies. Have students read the section, Materials and Equipment, on pages 247-248 of *Reaching to Teach* as background for understanding the importance of placement of materials in the classroom. Using Worksheet 4.3, Materials Location and Distribution, on page 262 of *Reaching to Teach*, have students locate and list on the worksheet items in the field-site classroom. Students may interview the field-site teacher to determine how distribution of items in the classroom is handled.

Note to Teacher: Effective teachers have classroom routines that assist in proper classroom management. Routines provide stability and help ensure the success of every student. For related field-site experiences see Section 3, Strategy 3D2 for school-age children or Section 4, Strategy 4D2 for adolescents.

Positive Professional Relationships with Students

Perhaps one of the most important characteristics of an effective teacher is the development of positive professional relationships with students. When a positive professional student/teacher relationship is established, the teacher is able to build on individual student differences. If students believe the teacher genuinely cares, the student then trusts the teacher and is motivated to learn.

Motivation of others is a skill that can be developed. Daily motivation and encouragement for students is a positive step in continued learning. The teacher who is able to motivate and encourage students to learn usually has worked hard at developing a positive professional relationship with the student.

Field Experience

5B15) Have students note motivational techniques and incidents used by the field-site teacher. Share results with the class. Have students brainstorm specific ways teachers can express a caring, concerned attitude to students. By developing a positive professional relationship with students, teachers are able to personalize that student's success in the classroom. When a teacher "knows" the students, expectations are high for the student and these high expectations lead to improved student performance.

5B16) Point out that optimum learning occurs within a positive social and emotional environment. One of the best ways to foster a positive relationship with a student is in informal interactions with a particular student. When a teacher demonstrates a caring attitude toward the student, students are able to strive to reach their full potential, both academically and socially.

Field Experience

Assign students to demonstrate a positive professional relationship with at least one of the learners in the field-site classroom, perhaps one who is needing extra help in a particular area. If allowed by the field-site teacher, students may demonstrate the relationship during a tutoring opportunity.

TA47 Guidelines for Successful Teaching

TAKS READING

5B17) Distribute Teaching Aid 47, *Guidelines for Successful Teaching*. Ask different students to read each guideline. Lead a class discussion on the meaning of each guideline in regard to effective teaching. Have students choose one of the guidelines for successful teaching and prepare a visual. Display the visuals in the classroom.

5B18) State that when the teacher has positive expectations for the student, rather than negative expectations, the teacher personifies the belief that all students are capable of learning. Ask students to share personal examples of a time when a parent/teacher/adult had high expectations for them and their performance improved. Ask students how they think a teacher could demonstrate to a student that the teacher has positive expectations of the student.

Refer to the section entitled, Terri Jenkins, Eighth-Grade Middle School Language-Arts Teacher, Hephzibah, Georgia, on pages 79-80 of *Reaching to Teach*. Read the section aloud to the class. Lead students to discuss the importance of teachers promoting positive self-esteem in every student and the role positive expectations play.

TA48 Kidwatching

TAKS READING

5B19) An integral part of classroom instruction involves the students' interests. A relatively new term is *kidwatching*. Distribute Teaching Aid 48, ***Kidwatching***. Have students read the teaching aid. Lead a class discussion and check for understanding using questions such as the following.

Key Questions

- What challenges would kidwatching present to the teacher?
- What benefits would students receive if a teacher practiced kidwatching?
- What are some possible reason why more teachers do not practice kidwatching?

5B20) Ask students if they have ever been in a classroom where they think the teacher was kidwatching in some form or fashion. Have students describe what the teacher did that they think was part of kidwatching. How did it affect the classroom? Have students list what they think would be the pros and cons of kidwatching for both the teacher and the student.

Field Experience

Within the context of the field-site classroom, have students practice kidwatching with the learners. Have students report how the experience helped in classroom teaching.

Knowledge of Subject Matter

5B21) Divide the class into groups, and give each group one of the following written statements:

1. If I know how to teach, I can effectively teach anything to anybody.
2. In order to teach effectively, I must have a strong knowledge of the subject matter that I am teaching.

Ask each group to list points that support their assigned statement.

Have groups take turns sharing their points, and lead a class discussion on the importance of subject matter knowledge in effective teaching. Point out that, to some extent, there is truth in both statements. Knowing basic principles about teaching and learning, and knowing developmental principles of learners, equip a teacher to teach multiple subject areas. However, knowledge of subject area is essential in conducting effective lessons. While no teacher is expected to be an "expert" on every area taught, a teacher who is prepared and has a strong knowledge of the subject matter will be able to more confidently conduct a lesson.

Field Experience

Have students interview experienced teachers, including field-site teachers, to find out (1) how education and training provide the subject-matter basis for teaching in an area of certification; and (2) how a teacher can gain essential knowledge of subject matter when assigned to teach a course outside the teacher's major area of expertise.

Authentic Learning

Effective teachers make learning authentic by helping students to see the connections between classroom learning and the world beyond the classroom. The more a teacher can relate subject matter to a student's past, present, and future, the more the student makes a connection to the material. The more a teacher connects what is being taught to a student's personal life, the more authentic and "real" the material becomes. Once the student connects to the subject matter, the teacher has created a contagious enthusiasm for learning.

5B22) Write the following phrase on the board and lead students in a discussion on what it means in relation to authentic learning: *Authentic learning connects the known to the new.*

Have students describe how subject matter learned in the classroom can connect to the real world. Several examples include: math learned in class could be used to calculate the amount of fertilizer per acre in farming. Math learned could also be used to refigure a recipe or balance a checkbook. In geography, in many professions a knowledge of the world is critical, especially in our global economy. To illustrate this point, record Jay Leno of the Tonight Show's segment, "Jay walking." In this segment Leno asks people on the street questions about geography, history, or government. Show students how awkward it is for people who do not know the answers nor have an understanding about the world. Another example is the importance of English/Language Arts in being able to write correctly, perhaps in an interview situation.

Field Experience

5B23) Have students give examples of connecting what is learned in the classroom to the real world between different disciplines. Also, have students list connections between subject matter areas. Students may choose subject areas such as math, science, social studies, government, reading, and language arts for their example. Direct students to find specific connections in the field-site classroom between subject matter areas. If permission is given from the field-site teacher, allow the student to interview a learner(s) and ask for connections the learners see between the different subject areas.

Suggested Resources – Section 5B

- *Reaching to Teach:* Chapters 3, 9, and 13
- *The First Days of School:* Units A and B
- *Survival Kit for New Teachers:* Chapters 2, 3, and 11

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5c) Determine the benefits of special school activities and field trips for students of various ages.

Benefits of Special School Activities and Field Trips

Field trips and special school activities allow teachers to expand student learning beyond the walls of the classroom into the "real world." Field trips and special school activities have been called "living laboratories" where learning takes place, many times through hands-on experience. Most field trip and special school experiences cannot be duplicated in the regular classroom setting. These activities serve to increase student knowledge and understanding of a subject, as well as to provide an opportunity to develop and enhance a student's societal and citizenship skills.

Field trips and special school activities were once only considered as rewards for good behavior, not as a time of learning. The time spent away from class was considered recreation time and not as a tool for learning. Today, educators are realizing that subject matter, whether written or oral can literally come alive through sensory images, as in that of a field trip.

Teachers have learned that if a student is reading or studying about a particular subject, field trips and special activities serve to reinforce the learning. Each image created in the mind while reading or studying has little meaning unless the student can associate the words read with images and memories from their lives.

In general, the more detailed the image or connection, the more the material stays in the student's mind. Students tend to think about what they already know and the events that have already happened to them. Students understand the subject matter better if they can connect to what they have already seen or can be shown in a field trip or special school activity.

5c1) Ask students to describe a favorite field trip or special school activity during their school career. Have students explain what they learned from the field trip or activity. Lead students to discuss how field trips and special school activities contribute to the learning process.

TAKS SOCIAL STUDIES

5c2) Have students brainstorm examples of field trips and special school activities that would increase citizenship skills. If possible, invite a teacher from each area representing elementary, middle, and high school to discuss effective field trips or special activities that have been conducted in the school. Ask the guest speaker(s) to emphasize the special (out-of classroom) learning that takes place during a field trip.

5C3) Have students debate the sentence: "Students in poorer, remote areas of the country probably have less chance of learning than students in affluent, more populated areas." Use the following questions for class discussion:

Key Questions

- What connection, if any, does economic status or location of a school have to do with the frequency of school activities and field trips?
- What impact has technology had on school activities and field trips?
- How might the Internet and other technological advances help close the gap between poorer school districts?

Planning for Effectiveness

Every good field trip or school activity should be preceded by planning. The work done before, during, and after the event is considered to be as important as the field trip or school activity itself. Teachers are advised to first consult with their administrator regarding existing school board policies and follow the procedure.

Factors to consider when planning a field trip or special event include:

- selection
- pre-preparation
- the field trip itself
- follow-up
- evaluation

5C4) Have students design a field trip using the five factors described in Teaching Aid 49, ***Factors to Consider When Planning a Field Trip or Special School Activity***. Instruct them to use Teaching Aid 50, ***Planning a Field Trip or Special School Activity***, as an outline for the assignment. Have students complete the information and share the planned field trip with the rest of the class.

TA49 ***Factors to Consider When Planning a Field Trip or Special School Activity***

TA50 ***Planning a Field Trip or Special School Activity***

Electronic Field Trips

An electronic event is conducted from the classroom via the Internet and a computer. An electronic event might include an audiovisual download, video-conferences, or E-mail correspondence. Students are able to access up-to-the-minute information right from the classroom about places such as museums, cities or countries, or local businesses. Electronic events are usually interactive. The students are not only able to view and read about different places, but also respond via questions or responses.

5C5) Survey students to determine if any have participated in an electronic trip or event. If some students have participated in an electronic event, allow them to give examples of places they have been and the subject matter involved.

Lead students to analyze advantages and disadvantages of electronic events. Advantages might include the opportunity to visit places that are far away, the chance to visit the same place over and over with new questions, and the absence of worry about the weather or unreliable transportation. Disadvantages or obstacles might include availability of computers; poor computer background skills which would cause students trouble with the project; and choice of some Internet sites that might be more entertaining than educational.

Arrange for students to visit the computer lab or otherwise gain access to a computer. Assign each student a subject area to find an appropriate electronic event site. Direct students to share sites with the whole class and discuss appropriateness to subject matter.

5C6) Divide the class into two groups. Have each group identify ten subject-related activities. Trade activity papers between the two groups. Have each group determine appropriate field trips or special events that would be a good learning experience for each different subject-related activity. Tell students to include both on-site and electronic field trips. Lead students to compile results for inclusion in their Teaching Resource Portfolio and possible use with the field-site classroom.

Field Experience

5C7) After completing the assignment on electronic field trips, have students show the field-site classroom or a small group from the field-site classroom an electronic field trip. Have students journal how the field-site classroom responded to the electronic field trip.

5C8) An electronic field trip or special event could be the focus of an FCCLA STAR Event on Applied Technology.

Suggested Resources – Section 5C

- *Reaching to Teach*: Chapter 5
- *Survival Kit for New Teachers*: Chapter 9

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5D) Identify developmentally appropriate methods for promoting learning in the areas of mathematics, language arts, reading, science, social studies, and other subjects.

5D1) Refer students to the section, What are Some Current Subject-Area Trends?, on pages 101-111 of *Reaching to Teach.* Assign students a subject area or allow students to choose one of the subject areas listed. Subject areas should correspond with area of study in the field-site classroom. Subject areas discussed in the section include: Reading and Writing; Mathematics; Science and Technology; Social Studies; Foreign Languages; The Arts; Physical Education; and Vocational-Technical Education.

TAKS READING TAKS WRITING
TAKS MATH TAKS SCIENCE TAKS SOCIAL STUDIES

Have students read the assigned subject-area text and prepare a report on information given. Have students relate text information to what is being taught in the field-site classroom in a chart form that lists similarities and differences between the two. **Note**: Students will develop lesson plans in the subject areas in TEKS 5F.

TAKS READING

Note to Teacher: The **Creative Ideas** section in this resource guide is an excellent teaching resource for students as a source of teaching ideas and methodology. It is suggested that the teacher provide each student with a set of Creative Ideas for use in planning for assistance and instruction in the field-site classroom. Suggested activities for the Creative Ideas section are included in Strategy 5D2.

5D2) Divide the class into groups. Provide each group with copies of a section from the **Creative Ideas** section of this resource guide. Sections include the following:

- Group Activity/Teamwork
- Resource Persons
- Organizing and Presenting Information
- Case Studies and Scenarios
- Listening Teams
- Brainstorming
- Internet Activities
- Let Students Help!

TAKS READING TAKS WRITING

Instruct groups to develop ideas on how each section could be applied and used in the field-site classroom; students should note how the suggestions would be adapted to meet specific developmental levels of targeted learners. Have each group write three ideas to share with the class; as groups share, have them explain how each idea is developmentally appropriate. Ideas may be copied and inserted in each student's Teaching Resource Portfolio.

Field Experience

Learning Styles

Students learn in different ways. The way in which a student approaches learning is called a learning style and is the manner in which the student tends to learn the best. It is invaluable in teaching to be aware of the different styles and know which way a student learns. A student's learning style is determined by a combination of hereditary and environmental influences.

TAKS SOCIAL STUDIES

5D3) Have students define *hereditary* and *environmental*. Ask students to name environmental influences that might influence a student's style of learning. For example, a student who has been read to all his life might prefer the linguistic learning style.

TA51 Multiple Intelligences

TAKS READING

According to Howard Gardner's theory, there are eight identified, separate forms of intelligence, known as multiple intelligences. Display Teaching Aid 51, ***Multiple Intelligences***, and have students read the section on Multiple Intelligences from pages 375-376 of *Reaching to Teach*.

TAKS WRITING

Instruct students to write a working definition for each intelligence. Lead them to share definitions with the class and discuss implications of each intelligence on how students should be taught. Ask students to identify the type of intelligence with which they most identify.

Divide the class into eight groups. Assign each group one of the types of intelligence. Have students within each group suggest learning activities appropriate for their assigned type of intelligence, being sure to factor in the developmental level of learners, and report their findings to the class.

Field Experience

5D4) Have students list as many activities corresponding to the eight types of intelligence as they can observe in the field-site classroom. Lead students to share their findings with the class.

TAKS WRITING TAKS READING

5D5) On page 103 of *Reaching to Teach*, within the section on Reading and Writing, are listed twelve suggestions for developing children's language/linguistic abilities. Referring to this list, have students write specific ideas for implementing in the field-site classroom each of the suggestions. Have students share their ideas with the class, "popcorn style" (each student stands up and shares one at a time).

Field Experience

At the appropriate time, with approval from the field-site teacher, have students implement selected activities with learners in their field-site classrooms.

5D6) Explain to students that research has also classified students into two different types of learners. The *global* learner tends to see the whole picture, while the *analytic* learner focuses on specific details.

TA52 Characteristics of a Global Learner
TA53 Characteristics of an Analytic Learner

Give students a copy of Teaching Aid 52, ***Characteristics of a Global Learner***, and Teaching Aid 53, ***Characteristics of an Analytic Learner***. Lead students to differentiate between global learners and analytic learners. Divide the class into two groups. Have one group describe specific ways a teacher could most effectively teach the global learner and the other group describe ways to teach an analytic learner.

5D7) Ask students to name characters from television, movies, or other media who would fit the description of each style of learner. Have students cite characteristics of the individuals that caused students to classify them as either global or analytic.

TAKS WRITING

Field Experience

Through observation in the field-site classroom, have students identify characteristics of learners that exemplify both global learners and analytic learners. Have students write down their observations to the class and then share with the class. Lead a class discussion on the impact the learner preference has on instruction.

Developmental Appropriateness

TAKS READING   TAKS SOCIAL STUDIES

5D8) Instruct students to read the section, How Do Students' Needs Change as They Develop, on pages 364-375 of *Reaching to Teach*. Have students review the different stages of development proposed by Piaget, Erikson, and Kohlberg and work in groups to determine what impact these stages would have on choosing developmentally appropriate methods for promoting learning in the classroom. Lead groups in reporting their results to the class.

TAKS READING

5D9) Refer students to Figure 8.5, What teachers can do to help children and adolescents develop, on page 374 of *Reaching to Teach*. Divide the class into three groups. Assign each group one of the three areas. Have each group present points from their assigned area in creative ways, emphasizing the importance of each suggestion and proposing specific methods, or role-playing specific behavior, for achieving each suggestion.

TAKS WRITING

Field Experience

Have each student select several of the suggestions that would be appropriate for implementation within the field-site classroom. With approval of the field-site teacher, have students implement the suggestions and record a journal of the activities and results.

Suggested Resources – Section 5D

- *Reaching to Teach*: Chapters 4, 5, and 15
- *The Cornerstone*, segment on "Learning Styles and Learning Success," available from The Curriculum Center for Family & Consumer Sciences
- *Survival Kit for New Teachers* (For Language Arts and Math ideas)
- Web sites: Subject-area resources and general teacher Web resources are listed at the end of the **Resources** section as an aid to the teacher. Note that although the Web sites were current at press time, it is inevitable that specific sites may move or be discontinued.

5E) Identify developmentally appropriate uses of visual media and computer technology with elementary, middle, and high school students.

Visual Media and Computer Technology

5E1) Explain that visual media and computer technology encompass many different forms. Have students identify examples of visual media and computer technology used in the classroom. Examples may include the following: Overhead projectors, computers, information network, multimedia, videos, CD's, DVD's, CD burners, digital cameras, tape recorders/cassette players, and fax machines.

TAKS READING

Divide the examples of visual media and computer technology among small groups of students. Have each group research their assigned examples and suggest possible uses in the classroom for each one of the applications.

TAKS WRITING

TAKS READING

5E2) Instruct students to read the section on Bulletin Boards, pages 244-246 of *Reaching to Teach*, as background for preparing a bulletin board in the field-site classroom. Lead students to brainstorm ideas or theme-topics for bulletin boards related to the subject-area in the field-site classroom. Refer students to Worksheet 4.2 on page 261 of *Reaching to Teach*, and have them add additional bulletin board ideas that would be appropriate for the ages of learners in their field-site classroom,

Field Experience

In collaboration with the field-site teacher, have students create a bulletin board for the field-site classroom. Bulletin board ideas should be displayed, evaluated, and critiqued in the teacher-coordinator's classroom prior to exhibiting in the field-site classroom. Students may post bulletin board ideas for class viewing by dividing wall space into equal sections using yarn. Compile bulletin board ideas into a set for inclusion in students' Teaching Resource Portfolios.

5E3) Have students describe examples of their technology background experiences, including software programs they have used. Students may bring samples of related products they have produced using computer technology. Ask students how the technology experience impacted learning in the classroom.

Lead students to discuss benefits and drawbacks of technology use in the classroom. Have a student volunteer write student responses on a T-chart on the board or overhead. Have students defend their positions regarding both benefits and drawbacks, and lead a class discussion on uses of visual media and computer technology in the classroom.

- What are examples of visual media and technology that have enhanced learning?
- What are examples of visual media and technology that seemed to be ineffective or inappropriate in the classroom?
- What factors determined whether media and technology were effective or ineffective?

Key Questions

5E4) From pages 115-116 of *Reaching to Teach*, have students read the story at the beginning of the chapter. Lead students to compare the use of technology in the two contrasting settings, James Madison High School and Richmond Academy. As students list similarities and differences, write student responses on a T-chart. Lead a class discussion regarding the effects on students of the two different technology programs. (**Hint**: The first paragraph on page 118 of *Reaching to Teach* provides a discussion of the scenario.)

TAKS READING

- In what different ways are computers being used in the two school settings?
- How are computers being used as a "tool" to facilitate learning in both instances?
- Which example most represents use of computers in your school? In your field-site school?

Key Questions

Computer Availability

5E5) Have students list factors that might affect availability of computers in schools across the country. Factors might include: economic conditions, teacher training, equipment availability, and extent of management support. Ask students the following questions in relation to computers in the classroom:

- What technology do you think should be available for all students to use?
- What technology do you think should be available for all teachers to use?
- How would lack of technology in your school affect your learning?
- How would you be affected if your school provided outdated equipment for students?

Key Questions

5E6) Point out that schools have different availability and options for organization of computers. Display Teaching Aid 54, ***Different Types of School Computer Organization***. Lead students to discuss each arrangement, noting benefits and drawbacks of various types of computer organization in a school setting.

TA54 Different Types of School Computer Organization

Have students explore the type of technology arrangement available in the field-site classroom and report findings to the rest of the class. Lead students to compare differences between classrooms. For

Field Experience

arrangements that may be considered less than optimal, lead the class to brainstorm ways to maximize the benefits of computer use by learners (i.e, creative ways to schedule, appropriate activities learners can perform under the existing arrangement, ways to vary projects, etc.).

5E7) Invite the technology director or a technology teacher from the local district to visit the classroom. Request an explanation of the technology plan for the school district. If possible, visit classrooms to view the setup of computers in the classroom. Have students chart the number of computers/grade/number of students. Record additional technological equipment available for each grade level. Many schools have long-range technology plans. If available, obtain a copy and use as a tool for discussion, leading students to analyze the plan.

Software

TA55 Major Categories of Software

5E8) Provide students with a copy of Teaching Aid 55, ***Major Categories of Software***. Discuss descriptions and check students' understanding of each major category of software listed. Lead students to suggest examples of each.

TAKS READING

Divide the class into small groups. Assign each group a category. Have each group research and report on the different kinds of software within that category and provide recommendations for effective classroom use. Have students include in their recommendations suggested grade level and subject-matter areas. Lead students to share results with the class.

TAKS READING

5E9) Using the Web or catalogs from computer companies, have students find examples of technology-based software from their assigned categories. Have them analyze each program for distinguishing factors, such as cost, age-level appropriateness, availability, predicted ease of use, and appropriate application in the classroom. Lead students to compile their examples and analyses into a visual display on effective use of software in the classroom.

Teachers, Students, and Technology

5E10) Point out that teachers use technology in many different ways in classroom management. Ask students to list the different ways that teachers can use technology in the classroom. Examples include gradebook programs, test creators, information recorders, software to assist in writing lesson plans, organizing resources, creating concept maps, and electronic calendars. Demonstrate examples to the class, such as the grade book program.

5E11) Invite a teacher who uses technology on a frequent basis in the classroom to serve as a guest speaker. Have students ask questions, which they have prepared in advance, concerning technology use in the classroom. Suggested questions include the following:

- How often do you have your students use technology?
- How do your students use technology?
- How do you as a teacher use technology?
- What kinds of technology would you like to have in your classroom that you do not have?
- What is your favorite technology application in the classroom?

TAKS WRITING

Field Experience

5E12) Have students interview their field-site teachers using questions from strategy 5E10. Have students summarize interview responses in the form of a report that can be shared with the class.

TAKS READING TAKS WRITING

5E13) Refer students to the section, How Do Teachers Use Computers and the Internet?, on pages 126-128 of *Reaching to Teach*. Divide the class into four groups. Have each group take one of the categories listed under this section, which include Preparing Lessons, Communicating with Other Educators, Posting Information and Student Work on the Web, and Facilitating Students' Learning via Computers and Cyberspace. Have groups summarize their assigned section, relate information to their field-site classrooms, and report to the class.

5E14) Present a PowerPoint presentation to students on a topic related to course content. Lead students to compare the effectiveness of a PowerPoint presentation versus transparencies or other methods of presenting information.

Key Questions

- What are advantages of PowerPoint presentations?
- Under what circumstances is PowerPoint an effective method for presenting information?
- When might it not be the most effective method? (Point out that PowerPoint, like any one technological tool, may not always be the most appropriate method, and can sometimes be "overused."

5E15) Teach students the steps in creating a PowerPoint presentation, or arrange for students to be taught by another teacher or a student who is proficient in PowerPoint.

TAKS WRITING

Have students create PowerPoint presentations on a preselected topic. The topic should relate to the subject area in the field-site classroom. Have students demonstrate presentations to the class. Lead the class in a discussion about what makes an appealing, yet educational PowerPoint slide. Include topics such as the use of color on slides, font type and size, and the use of sound and graphics. A technology teacher would be a good source for the above criteria.

5E16) Refer to the section, What Barriers Limit the Integration of Technology into Schools, on pages 134-142 of *Reaching to Teach*. The following four pillars are listed as part of The Technology Literacy Challenge: Access to Technology for All Students; Internet Access for All Schools; Quality Educational Software; and Teacher Training in Technology.

TAKS READING

Divide the class into four groups and assign each group one of the pillars. Have students read their assigned section for understanding, summarize findings, and report back to the class.

TA56 ***Students and Technology***

5E17) Distribute Teaching Aid 56, ***Students and Technology***, to students. Lead a class discussion involving the different items listed that impact students and technology. Select from the following strategies a-e for use in conjunction with Teaching Aid 56.

a) Have students locate Internet resources for classroom instruction. Discuss different search engines that are available. Ask a student volunteer to research and demonstrate.

b) Assign students a topic from one of the following disciplines: mathematics, language arts, reading, science, social studies, and other subjects. Have students find five different Web sources for the particular subject.

c) Have a proficient student demonstrate the use of E-mail. If possible, invite a computer teacher to explain various components of E-mail for students. Emphasize how E-mail can be used as classroom communication.

d) If the school system utilizes voice mail, allow students the opportunity to explore the possibilities. Have students suggest classroom and parent/teacher/student uses for voice mail. Have students write and perform class scenarios of parents' use of voice mail in contacting the school.

Field Experience

e) Work with the field-site teacher to allow students to experience various computer applications in the field-site classroom. Have students document experiences in writing to share with the class.

5E18) Lead students to discuss these statements:

1. *Computer technology may someday replace the classroom teacher.*
2. *The Internet should not be thought of so much as a teaching tool, but as a teaching space.*

TAKS WRITING

Assign students to write a futuristic paper, describing a fictitious classroom situation in which all students and teachers have access to high-tech, modern technology. Encourage students to use their imaginations. Have students read their papers to the class.

Suggested Resources – Section 5E

- *Reaching to Teach*: Chapters 3 and 5
- *Survival Kit for New Teachers* (Section related to Technology)

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5F) *Develop and conduct lessons/activities appropriate for teaching elementary, middle, and/or high school-aged students.*

5F1) Lead students to brainstorm what is involved in planning and conducting lessons for the classroom. Ask students to describe the difference in a camping trip that had been planned to every detail and a camping trip that was thrown together at the last minute. Have them cite specific differences. Compare the planned or unplanned camping trip to a planned or unplanned lesson for a classroom. In relation to classroom planning, have students discuss the quote, "If you fail to plan, then you are planning to fail."

Tell students that lesson plans are the key to organizing a lesson. Planning in advance saves much time and effort later, just as with the camping trip. Point out that it is a good idea to set aside a certain day each week to plan.

5F2) Explain to students that there are numerous ways to write lesson plans. Lesson plans are merely a written tool to organize and implement ideas for teaching a particular lesson. Many school districts have specific guidelines as to how lesson plans should be written. Some schools have prepared forms for keeping lesson plans. Most schools require a teacher to submit lesson plans prior to the week the lessons are to be taught.

Obtain the procedure for the school's lesson plans, and discuss the school district's lesson plan policy with students. Show examples of lesson plans that are used in the school district. Have students analyze lesson plans for similarities and differences. Note differences in lesson plans depending on the subject-area taught.

TAKS READING

The Importance of Variety in Lessons and Activities

Many people think teaching consists of standing in front of a class and lecturing to a large group of students. A class lecture should only be a small part of the overall learning experience. Effective teaching involves combining many different activities.

5F3) Have students read the section on Course Level Planning on pages 201-213 of *Reaching to Teach*. Have students complete the Application Exercises on page 213, adapting each item as follows:

1. Prepare the one-paragraph statement of general aims in regard to the field-site classroom.
2. Choose major topics related to the field-site classroom.
3. Consider the learners in the field-site classroom.

TAKS READING TAKS WRITING

Lead students to share and discuss their responses. Have them compare responses based on differences in field-site classrooms.

TA57 Suggested Components in an Effective Lesson Plan

5F4) Distribute copies of Teaching Aid 57, ***Suggested Components in an Effective Lesson Plan.*** Have students discuss each component of an effective lesson plan. Ask students to name an example of each component as it is used in a classroom.

5F5) Ask students to list learning experiences other than teacher lectures in which they have participated as learners in the classroom. Ask students if the learning experiences were beneficial. Discuss with students the effectiveness of using a variety of learning experiences in a lesson plan.

TAKS WRITING

Field Experience

5F6) Have students record specific learning experiences from lessons taught by field-site teachers in their field-site classroom. Lead students in sharing with the rest of the class the different learning experiences.

Factors to Consider in Planning Lessons

Several factors should be considered in planning lessons. Strategies 5F7 - 5F15 relate to the following factors:

- Objectives of the lesson
- Learning activities
- Implementation of ideas
- Evaluation and Assessment

Objectives of the Lesson

TA58 Sample Unit Lesson Plan
TA59 Sample Lesson Plan

5F7) Distribute Teaching Aid 58, ***Sample Unit Lesson Plan,*** and Teaching Aid 59, ***Sample Lesson Plan.*** Explain to students the components of both. Point out that there are many lesson plan formats. Show students examples of lesson plans in various formats. Explain that individual lesson plans should connect the unit or theme as a whole. Show students examples of unit lesson plans.

Explain that in every subject, lesson plans must also relate to the state required essential knowledge and skills. Show students the TEKS (Texas Essential Knowledge and Skills) for several different courses. Explain to students that following these guidelines insures that required subject matter is being taught. Point out that the TEKS for all state-adopted courses in Texas can be located on the Texas Education Agency Web site (*www.tea.state.tx.us*). In addition, teachers are required to incorporate the TAKS (Texas Assessment of Knowledge and Skills) that are reinforced in a lesson plan. Documentation of specific TAKS is required in some form, according to the school district, on lesson plans. Show students copies of the TAKS for several content and grade levels, including those specific to their field-site class.

Field Experience

Have students ask their field-site teachers how they incorporate TEKS and TAKS in their lesson plans. Students can also ask their field-site teachers to see copies of the TEKS and TAKS for that grade level and subject area.

5F8) Many schools provide calendar lesson plans which many teachers find easier to follow. Show the class a calendar lesson plan book. Ask students to list advantages and disadvantages of using a calendar lesson plan.

Learning Activities

5F9) Point out that appropriate learning activities that go along with the curriculum are very important. The learning activities can take on many forms, but the "hands-on" activities best reinforce the subject taught.

Have students discuss an old Chinese proverb that says, "Tell me and I forget. Show me and I will remember. Make me do it and I will learn."

5F10) Introduce Teaching Aid 60, ***Ideas for Teaching Activities***. Discuss each learning activity listed and have students give ideas for implementation. Assign each student a subject topic from the various disciplines, such as mathematics, language arts, reading, science, social studies, and other subjects. Have students devise activities that could be conducted on the assigned subject topic. For example, in a lesson plan for a social studies class, a student could be assigned the task of creating various learning activities for a project on prejudice and understanding differences. Or in a science class, a student could create learning activities for a unit on the solar system.

TA60 Ideas for Teaching Activities

TAKS READING · TAKS WRITING · TAKS MATH · TAKS SCIENCE · TAKS SOCIAL STUDIES

Have students record examples used in the field-site classroom on Teaching Aid 60. This project could be ongoing with students keeping a running list, noting each time a learning activity occurs in the classroom. Have students add additional types of activities that they observe.

Field Experience

Implementation of Ideas

5F11) Have students discuss the difference between being prepared, yet flexible and being prepared, but unbending toward any changes. Point out that once the lesson has been planned on paper it is important to evaluate every lesson plan as it is being taught. Changes can and should be made throughout the lesson plan, depending on the dynamics of the class. A teacher who rigidly sticks to a lesson plan just because it is written down does a disservice to the class. Flexibility on the part of the teacher is key in making a lesson plan effective.

Have students read the section on Lesson Planning on pages 228-233 of *Reaching to Teach*. Have students examine the sample lesson plan, Introductory Algebra. Using the application exercise that follows, have students identify a topic for a one-day lesson in the subject area of the field-site classroom. Have students complete the application exercises.

TAKS READING · TAKS WRITING · TAKS MATH

Field Experience

Evaluation and Assessment

5F12) As a class, develop definitions for *evaluation* and *assessment*. Check the class definitions with a dictionary. Point out that evaluation does not merely relate to a written test taken by students at the end of a lesson unit. Rather, evaluation and assessment can be ongoing and can be accomplished in many different ways.

Lead students to brainstorm ways they have been assessed in classes other than from a written test. List responses on the board and add to the list as other means are realized. Examples of evaluation techniques include the following:

- Oral questioning
- Students reflecting in a journal
- Graphic organizers
- Group work and cooperative learning
- Game-type test

TAKS WRITING TAKS READING

5F13) Divide the class into pairs. Assign each pair an evaluation or assessment tool. First, have each pair choose a subject on which to apply the evaluation instrument assigned. Next, have each pair devise a learning activity related to the subject chosen. Then, use the assigned evaluation tool for assessing the activity. For example, a pair could choose the topic of spiders. The learning activity could be to draw a spider, labeling the different body parts of a spider. A student could be evaluated by reproducing the drawing and labeling the different parts.

Have each pair present their assignment to the class. As a group, analyze the appropriateness of each evaluation tool.

TAKS WRITING

Field Experience

5F14) Have students work with the field-site teacher to assist in preparing different types of evaluation tools. Have students submit a written record of their participation in preparation of evaluation tools, including the types of evaluation tools involved.

Lesson Planning

TAKS WRITING TAKS READING
TAKS MATH TAKS SCIENCE TAKS SOCIAL STUDIES

5F15) For each of the following disciplines, assign students a discipline area and a level in school: Mathematics, Language Arts, Reading, Science, and Social Studies. For example, one student might be developing a lesson plan for elementary language arts while another student will be developing a lesson plan for social studies for middle school students. If time permits, have students develop several different lesson plans in one discipline.

Suggested resources for developing lesson plans include teachers, resources and textbooks found in teacher's rooms, the library, the Internet, or lesson plan books. If possible, obtain from the curriculum coordinator or individual teachers a copy of state-adopted textbooks and resource books representing each discipline and grade level. Have students obtain from the field-site teacher additional resources that pertain to the lesson plan.

Remind students that the lesson plan may cover a period of several days. Also, students should strive to include learning experiences that relate to varied learning styles and multiple intelligences. Examples of lesson plan assignments for each discipline and level are listed in Teaching Aids 61-65, ***Lesson Plan Ideas: Mathematics, Language Arts, Reading, Science, Social Studies,*** and ***Other Subject Areas***. Encourage students to create other ideas for an area of interest that they would like to develop into a lesson plan. Have students use the sample lesson to develop into a lesson plan. Have students use the sample lesson plan guide in Teaching Aid 59, ***Sample Lesson Plan***.

TA61 Lesson Plan Ideas: Mathematics
TA62 Lesson Plan Ideas: Language Arts
TA63 Lesson Plan Ideas: Reading
TA64 Lesson Plan Ideas: Science
TA65 Lesson Plan Ideas: Social Studies
TA66 Lesson Plan Ideas: Other Subject Areas
TA59 Sample Lesson Plan

Encourage students to consider all lessons *globally*, in other words to think how a lesson in social studies could relate to other areas like mathematics or language arts. When students see that subjects can be intertwined and related to different subject areas, the relevance of the lesson is enhanced. Have students include suggested connections to other subject matter in the lesson.

> *Note to Teacher:* An important key to this project is to work closely with field-site teachers for help in having plenty of resources available to students. It may be appropriate to involve the field-site teacher in the process of selecting lesson plan topics. Selected lesson plans may be compiled and included in each student's Teaching Resource Portfolio.

Field Experience

5F16) Distribute Teaching Aid 67a, ***Relating Topics to Multiple Subject Areas***. Examine how the topic of drinking alcohol can be covered in many different disciplines. Challenge students to come up with different lessons or subject areas that could be covered in several different disciplines. Use Teaching Aid 67b as a model.

TA67a&b Relating Topics to Multiple Subject Areas

5F17) For each of the subject areas listed in Teaching Aids 61-66, ***Lesson Plan Ideas: Mathematics, Language Arts, Reading, Science, Social Studies,*** and ***Other Subject Areas***, have students develop a mini-lesson plan with the guidance of the field-site teacher, using the teacher's area of expertise. Students may have to access help from the teacher-coordinator or other field-site teachers in the appropriate field.

TAKS READING TAKS WRITING

Field Experience

5F18) Refer students to A Summary of Guidelines for Instructional Planning on pages 235-236 of *Reaching to Teach*. Use the nine points listed to review unit and lesson planning. The Suggested Activities and Questions which follow may be used for class discussion or as a posttest activity.

TAKS READING TAKS WRITING

5F19) Have students read the section on Unit Planning on pages 213-228 of *Reaching to Teach*. At the end of the section is a ten-day activity plan for the sample unit on Westward Expansion. Using this ten-day activity plan as a guide, have students pick a topic related to the field-site class subject area or a topic suggested by the field-site teacher. Have students create a ten-day activity plan similar to the

TAKS READING TAKS WRITING TAKS SOCIAL STUDIES

Field Experience

example in the book. Lead students to share plans with the class. Have other students peer-critique and make suggestions on each plan. This plan may be saved for future development in a detailed lesson planning activity.

Student-Centered vs. Subject-Centered Curriculum

5F20) Ask students to discuss differences they perceive between *student-centered curriculum* and *subject-centered curriculum*. The *student-centered curriculum* teaches the subject matter, but also puts emphasis on the growth and development of students. This type of curriculum seems to be more prevalent in elementary schools. The *subject-centered curriculum* focuses on the learning of facts and subject matter without emphasis on the kind of students in the classroom. This type seems to be more typical in high school classrooms.

Field Experience

Ask students to name subject areas or classes that they think would lend themselves more either to the student-centered or the subject-centered approach. Have students give examples of student-centered or subject-centered activities from classes they have taken in the past. Have students coordinate activities listed with possible field-site experiences.

Suggested Resources – Section 5F

- *Reaching to Teach*: Chapters 8 and 11
- *Survival Kit for Teachers* (Section on lesson plans)

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FCCLA ACTIVITIES

- Ready, Set, Read!
- STAR Event: Applied Technology
- Additional FCCLA activity ideas for this section are included in the **Blended Activities** section.

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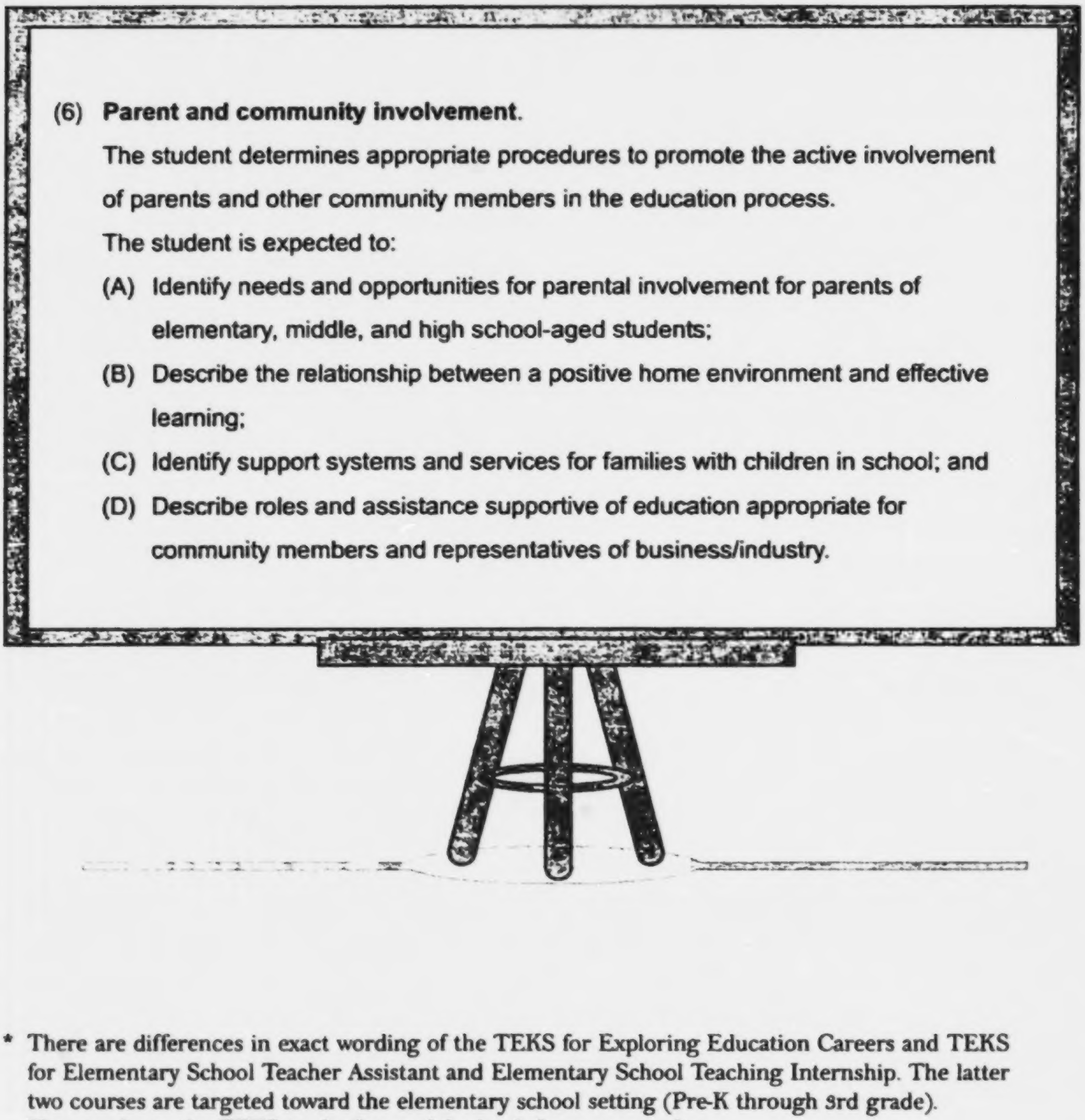
Section 6

- ***Exploring Education Careers TEKS 6***
- ***Elementary School Teacher Assistant TEKS 5****
- ***Elementary School Teaching Internship TEKS 5****



(6) **Parent and community involvement.**

The student determines appropriate procedures to promote the active involvement of parents and other community members in the education process.

The student is expected to:

(A) Identify needs and opportunities for parental involvement for parents of elementary, middle, and high school-aged students;

(B) Describe the relationship between a positive home environment and effective learning;

(C) Identify support systems and services for families with children in school; and

(D) Describe roles and assistance supportive of education appropriate for community members and representatives of business/industry.

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* There are differences in exact wording of the TEKS for Exploring Education Careers and TEKS for Elementary School Teacher Assistant and Elementary School Teaching Internship. The latter two courses are targeted toward the elementary school setting (Pre-K through 3rd grade). Please refer to the TEKS in the front of the book for exact wording.

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TOPICAL OUTLINE

6A Impact of Parental/Guardian Involvement
Communications with Parents
Opportunities for Parental/Guardian Involvement

6B Impact of a Positive Home Environment

6C Resources for Families with Children in School

6D Community Members as Classroom Resources
Involving Committees
Business and Industry Contributions

6A) Identify needs and opportunities for parental involvement for parents of elementary, middle, and high school-aged students.

Impact of Parental/Guardian Involvement

> *Note to Teacher*: Throughout this section, the term *parent* is used. Point out to students that, as noted in Strategy 1A4, the student's *parent* can mean parent, legal guardian, or other person assuming legal authority for the student.

6A1) Have students describe ways they think parental involvement can have a positive (or negative) influence on a student's school performance. Explain that most teachers believe that students' success in school is directly influenced by parents. Studies have indicated that lack of parental involvement is a big roadblock to student achievement and success.

Divide the class into small groups. Have groups share an example of positive parental involvement with the class.

TAKS READING

6A2) Have students research *The 1993 Family and Medical Leave Act* and report back to the class. The leave act requires that businesses provide parents more time away from the job setting to participate in the schools activities, making it easier for parents to be more involved in their children's education. Lead a class discussion on benefits of this act in relation to parents' involvement in their children's education.

TAKS READING

6A3) Have students read the section, Need for Family and Community Support, on pages 13-14 of *Reaching to Teach*. Based on the reading, have students discuss the impact family and community support has on the learner. Lead students to discuss specific ways parents and members of the community can get involved.

Key Questions

- How do needs and opportunities for parental involvement vary with parents of students in elementary, middle, and high school?
- How can teachers and other school personnel promote involvement of parents at each level of education?

Communications with Parents

6A4) Tell students that if teachers can involve parents as advocates, classroom instruction usually improves. It is important to establish communication with parents from the beginning of school. Lead students to brainstorm ways teachers can communicate with parents at the beginning of each school year. List ideas on the board or overhead. Lead a class discussion on the effectiveness of each method of communicating and the amount of time that the teacher directs to parental communication. Have students add to the list, including computer-generated communication systems. Lead a class discussion on capabilities via computer and the implications each would have on communication with parents. Examples of communication tools, including items generated by computer, include the following:

- Telephone
- Written message
- Home visits
- Newsletters
- Invitations to school open house
- Computer generated communications
- E-mail
- Absence and tardy notification
- Bus/lunch/school events information
- PTA/PTO information

TA68 Examples of Communication
TA69 Ways to Communicate with Parents

6A5) Distribute Teacher Aid 68, ***Examples of Communication,*** and Teaching Aid 69, ***Ways to Communicate with Parents.*** Lead students to discuss information presented. Ask students to respond to each of the ways listed to communicate with parents. Point out that communication can be one-way from the teacher to the parent, or it can be two-way with the teacher communicating with the parent and the parent communicating back to the teacher.

Field Experience

6A6) Have students confer with the field-site teacher to obtain examples of communication from the teacher to parents within the field-site classroom. Have students share examples with the class.

TAKS READING

6A7) Instruct students to read the section, Communicating with Parents, on pages 314-320 of *Reaching to Teach.* Have students describe types of information that should be communicated to parents.

TAKS WRITING

Divide the class into small groups. Have each group develop a sample written communication to a parent that contains essential information about one topic. Suggested topics include the following:

- School/Classroom discipline policy
- Homework policy
- Teacher contact information
- Grading/Testing policy
- School open house
- Class projects

Lead students to share their communications with the class. Groups may choose to develop their parent/guardian communication in such formats as a newsletter, a formal letter, or an E-mail.

6A8) State that anytime a contact is made with a parent, a teacher should always keep a written record of the date the contact was made and a summary of what was communicated. Have students give reasons why it is important to keep a record of contacts made with parents/guardians.

6A9) Instruct students to read Chapter 12, Working with Parents, in *Reaching to Teach*. Refer students to Worksheet 7.1, Communicating with Parents Time Line, on page 330. Have students ask their field-site teacher which items on the checklist are applicable in the individual field-site classroom. Have the students review the checklist with the field-site teacher, adapt the checklist as needed to reflect practices of the field-site teacher, and note when and how each is conducted with parents. The revised checklist may be included in the Teaching Resource Portfolio.

TAKS READING TAKS WRITING

Field Experience

6A10) Distribute Teaching Aid 70, ***Parent-Teacher Conferences***. Discuss with students the tips for conducting a conference between the teacher and parent. Divide the class into small groups. Assign each group one of the tips from Teaching Aid 70. Have groups illustrate the tip with a visual display, such as a poster, PowerPoint presentation, or other example.

TA70 Parent-Teacher Conferences

TAKS READING

6A11) Divide the class into small groups. Have each group prepare a skit, with one student playing the role of the parent/guardian and one student assuming the role of the teacher. Have students demonstrate examples of proper ways to conduct a parent-teacher conference. Students can review information on The Parent-Teacher Conference from pages 321-324, Chapter 12, of *Reaching to Teach*.

TAKS READING

As groups present their skits, lead students to note positive suggestions for conducting conferences with parents/guardians. Have students analyze and discuss Worksheet 7.2 on page 331 of *Reaching to Teach* as a means for observing and evaluating a parent-teacher conference.

- What are key steps to take in planning for a parent-teacher conference?
- What are key steps to conducting the actual conference?
- What steps should the teacher take after the conference?

Key Questions

Opportunities for Parental/Guardian Involvement

6A12) Have students brainstorm examples of parent volunteer activities in the school. Examples may include volunteering in the office, serving in many different facets in the classroom, assisting the teacher, or serving as a guest speaker.

Distribute Teaching Aid 71, ***Ways to Involve Parents***. Lead students to compare these ideas with those they brainstormed. Lead a class discussion on opportunities for involving parents.

TA71 Ways to Involve Parents

Key Questions

- Why is it important to have a variety of opportunities for parental involvement?
- Why is it important to provide various times of the day or evening for parents to participate?
- Which of the activities do you think would be most appealing to a parent? Why?

FCCLA

Field Experience

Assign students to research areas of parental involvement that are being conducted at their school and their field-site schools. Lead students to compile findings into a visual display promoting parental involvement in the various activities. The activity could be conducted as an FCCLA chapter project.

TA72 PTAs, PTOs, and PATs

TAKS READING

6A13) Have a student volunteer read Teaching Aid 72, ***PTAs, PTOs, and PATs***, to the class. Invite a representative from a parent organization to the class as a guest speaker. Ask the representative to explain the purpose of the organization and the contributions made to the school. Have students prepare questions in advance to ask the guest speaker.

FCCLA

Have students research activities that parent organizations conduct in the school district. As an FCCLA project, students may join the local parent organization as a student member. Students could also volunteer to serve as chairperson for a community or school project.

TAKS WRITING

6A14) Have students interview a teacher in reference to the local parent organization. Have students prepare a written report on examples of contributions the organization has made or is making in the school.

TAKS READING

6A15) Point out that parents can be valuable resources for a classroom teacher. However, many times the teacher is unaware of the parent's special talents. Have students read Parents as Resource Persons, pages 325-326 of *Reaching to Teach,* as background for using a parent as a resource in a classroom.

TAKS WRITING TAKS READING

Field Experience

Go over with students Worksheet 7.3A and 7.3B (Spanish version) on pages 332 and 333 of *Reaching to Teach.* Have students ask the field-site teacher to suggest a parent of a learner to interview using the worksheet. Have students share with the class the information gathered from the interview and suggest activities the parent might be asked to share with the child's class. As appropriate, under supervision of the field-site teacher, students could follow up and make actual arrangements for the parent to present the activity.

Suggested Resources – Section 6A

- *Reaching to Teach:* Chapters 1 and 12; also see Chapter 10 - Communicating Rules to Parents
- *Survival Kit for New Teachers* (Section on Parent Communication)

6B) Describe the relationship between a positive home environment and effective learning.

Impact of a Positive Home Environment

6B1) Tape record (audio or video) an interview with a school counselor, or other qualified teacher or administrator, regarding the relationship between a positive home environment and effective learning. Have students help design interview questions; examples follow. If possible, allow a student or group of students to conduct the interview.

Field Experience

- How does a positive environment at home impact a student's learning at school?
- What are examples of positive factors within a student's home environment that promote learning at school?
- How can teachers and school personnel help inform parents about the importance of a positive home environment to school success?
- What can teachers and school personnel do to minimize the effects of negative home factors on a student's school success?

Key Questions

Have students summarize key points from the taped interview that answer the questions, "What is the relationship between a positive home environment and effective learning?" and "How can teachers promote positive home environments for their students?"

TAKS WRITING

6B2) Ask students to brainstorm examples of behaviors that could be a result of a negative home environment. For example, a student's negative home environment could manifest itself in behavior such as low productivity in class, learning difficulties, and attitude problems.

Point out that many factors can contribute to a negative home environment for students, including family crises and developmental problems in adolescence, such as those previously discussed in Strategy 4A19. Display Teaching Aid 73, ***Common Causes of Family Crises***. Lead students to predict possible ways such crises might impact a student's performance in school and to discuss ways a teacher might minimize negative impacts.

TA73 Common Causes of Family Crises

6B3) Point out that developmental stresses and problems of adolescence can also contribute to a negative out-of-school environment for students. Have students read the sections on Developmental Stresses and Tasks of Childhood, and of Adolescence, on pages 370-373 of *Reaching to Teach*. Assign each student to select a topic from the stresses and concerns listed to research further. Guide selection of topics to ensure that a variety of stresses are covered, especially those of special relevance in the community. Have students write a paper on their selected topic that describes the concern, potential impact on the learner, and ways teachers, parents, and community members can help prevent and respond to such negative impacts on student learning.

TAKS READING

TAKS WRITING

6B4) Lead students to brainstorm suggestions that parents can do to positively affect learning at school. Examples include: meeting teachers personally; joining the parent organization; communicating with the teacher on a regular basis; reading to the student; helping with homework; and monitoring time spent watching television. List students' suggestions on the board or overhead.

TAKS READING

Assign students to read Parents as Teachers at Home on pages 326-328 of *Reaching to Teach*, and have students add suggestions of ways parents can reinforce student learning. Refer students to Worksheets 7.4A and 7.4B (Spanish version) on pages 334 and 335 of *Reaching to Teach*, and go over the suggestions for parents of elementary students to help their children at home.

FCCLA TAKS WRITING

Field Experience

Have students work in groups to create a handout for parents of elementary, middle school, and high school students of suggestions the parents could implement at home to promote their children's learning. Encourage students to use computer software to design an appealing brochure or flyer that can be disseminated to parents and community members. **Note:** This activity could be conducted as an FCCLA chapter project.

Suggested Resources – Section 6B

- *Reaching to Teach*: Chapters 12 and 15

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6c) Identify support systems and services for families with children in school.

Resources for Families with Children in School

6C1) Lead students to brainstorm ways parents can identify resources, support systems, and services available to their family. Lead a class discussion regarding the need for such resources and services and circumstances that might merit the help of such resources.

TAKS WRITING TAKS READING

6C2) Divide the class into pairs. Assign each pair one or more of the resources listed below for a mini-research project. Have students describe the benefit of each resource and explain how such a resource could aid families with children in school. Lead students to share their findings with the class. Have students present oral reports or visuals for the assigned resource.

- Alcoholics Anonymous
- Area Vocational Schools
- Better Business Bureau
- Child Protective Services
- Clothing Closet
- Food Bank

- Girl or Boy Scouts
- Health Clinic
- Hospice
- Housing Authority
- Legal Aid
- Local Churches
- Local Law-enforcement Agency
- Long-term Care Facility
- Meals on Wheels
- Sheltered Group
- YMCA or YWCA

To review information from the presentations, have students work in pairs or small groups to complete Teaching Aid 74a, ***Community Resources***. The answer key is provided in Teaching Aid 74b.

TAKS WRITING

TA74a&b Community Resources

6C3) Invite a representative from the Texas Department of Human Services to speak to the class on support systems and services in the community that are available to families with children. Ask the representative to focus on services offered through TDHS, but also to identify additional systems and services that families may access within the community.

Have students work in pairs or small groups to complete Teaching Aid 75, ***Community Resources for Parents Checklist***. Based on resources identified through preceding strategies, have groups determine which types of services are provided various agencies.

TA75 Community Resources for Parents Checklist

TAKS WRITING

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**6D) Describe roles and assistance supportive of education appropriate for community members and representatives of business/industry.*

****TEKS for Exploring Education Careers only***

6D1) Have students explain why it is important for the school to have a good relationship with the community, including business and industry. Have students list activities a school can do to foster and develop a positive relationship between business and industry.

Community Members as Classroom Resources

Some of the best sources for guest speakers on a variety of subjects for a classroom discussion come from community members and representatives from business and industry. Utilizing "real people" when studying a particular topic in the classroom not only adds variety, but helps students see the connection between what is being studied in the classroom and the real world.

6D2) Have students brainstorm ideas for guest speakers from business/industry who would be important resources for the classroom. Lead students to classify guest speakers by subject area. For instance, if a class was studying how to determine area in a mathematics class, have students suggest ideas for guest speakers from the community who would use mathematical calculations to determine flooring area, paint surface, area coverage, etc. in their business.

TAKS WRITING

Field Experience

Assign students to interview their field-site teachers to determine how community members have been utilized in the field-site classroom as guest speakers, hosts for field trips, etc. Lead students to compile their responses into a listing of potential community resources appropriate to elementary, middle, and high school. Students can add the list of ideas to their Teaching Resource Portfolio.

Involving Committees

Various types of committees perform specialized functions related to school operation and special projects. For example, teachers may utilize a committee to plan special activities and end-of-year functions.

Elementary, middle, and high schools usually have a site-based committee. The site-based committee is made up of representatives from grade level teachers, administration, and the community. Representation from this group is critical for schools since the decision for funding for programs comes from taxpayer dollars.

Explain to students that in order to insure that the committee represents the whole community equally, different types of people should be on the committee.

6D3) Have students list the types of diversity desired in people who should be represented on a committee. Examples include male and female, age variances, individuals with disabilities, and racial and ethnic representation reflective of the community in which the school is located.

TA76a&b Establishing an Advisory Committee

TAKS READING

Provide students with a copy of Teaching Aids 76a&b, ***Establishing an Advisory Committee***. Explain to students the purpose and functions of a family and consumer sciences advisory committee. Lead a class discussion on advantages of such a committee and considerations in forming and managing an advisory committee.

Key Questions

- Why is it important that an effective advisory committee include a representation of stakeholders and the community composition?
- What are examples of persons you would involve in an advisory committee for your school?
- What are examples of functions an advisory committee may perform?
- How would the involvement of an advisory committee benefit the teacher? students? the overall program?

Business and Industry Contributions

6D4) Assign one or more students to interview an administrator, such as the principal or superintendent, concerning cooperation between the school and the business community. Have students report findings to the class.

Sample interview questions include the following:
- How does the school solicit the support of business and industry partners?
- What are examples of business and industry involvement and support?
- Why is this support and involvement important to students' education?

6D5) Point out that many industries will contribute money, goods, or services to schools in order to provide needed technology or other necessary items that the school is unable to furnish. Have students identify businesses and industries that have partnered with local school districts and report their findings to the class. To complete their assignment, students may collect newspaper articles that reference donations given to schools by businesses, or they may interview teachers or administrators.

TAKS WRITING

Field Experience

Have students discuss with the field-site teacher any guest speakers or businesses that have contributed to the field-site classroom. Under the direction of the field-site teacher, have students write thank you notes expressing appreciation for the contributions the businesses have made to the school.

TAKS WRITING

Field Experience

6D6) Have students write to businesses or industries and request items needed for the field-site classroom in which they are assigned. Have the student solicit ideas regarding needs and appropriate contacts from the field-site teacher. Have students obtain approval of all contacts and correspondence in advance from the field-site and/or cooperating teacher.

TAKS READING TAKS WRITING

6D7) Point out that a national effort to involve communities in supporting the family's central role in children's learning is called, "The Employer's Promise;" information on the program is found in the section on Community Relations on pages 189-190 in *Reaching to Teach.* Have students read this section for understanding of The Employer's Promise. Divide the class into four groups. Assign each of the groups one of the community-involved activities listed in this section. Assign students to create and write a proposal for a related community project in cooperation with the school district.

6D8) Point out that community members and business/industry representatives are often involved with FCCLA, through programs and projects or membership on FCCLA advisory committees. Invite an FCCLA advisor to share with the class ways that community members and business/industry representatives contribute to success of the local FCCLA chapter.

As an extension of the activity, students could attend a meeting of the FCCLA advisory committee and/or assist the advisor with plans, implementation, or follow-up to the meeting.

Suggested Resources – Section 6D

- *Reaching to Teach:* Chapter 7
- *Teacher Prep Texas Coordinator Guide*

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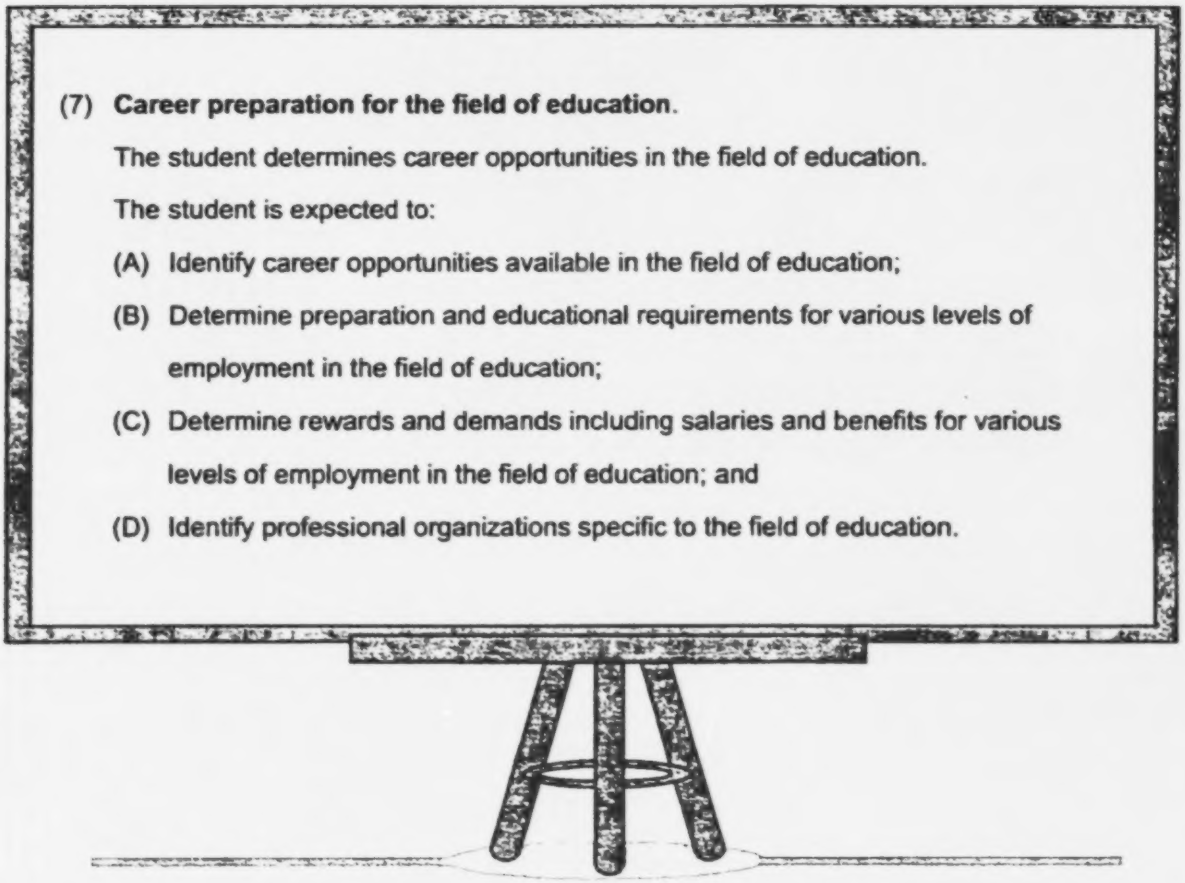
FCCLA ACTIVITIES

- Ready, Set, Read!
- Families First: You-Me-Us; Parent Practice
- Chapter or Community Service Project to encourage parental involvement in children's education
- Additional FCCLA activity ideas for this section are included in the **Blended Activities** section.

Section 7

- *Exploring Education Careers TEKS 7*
- *Elementary School Teacher Assistant TEKS 6*
- *Elementary School Teaching Internship TEKS 6*



(7) **Career preparation for the field of education.**

The student determines career opportunities in the field of education.

The student is expected to:

(A) Identify career opportunities available in the field of education;

(B) Determine preparation and educational requirements for various levels of employment in the field of education;

(C) Determine rewards and demands including salaries and benefits for various levels of employment in the field of education; and

(D) Identify professional organizations specific to the field of education.

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TOPICAL OUTLINE

7A Career Opportunities in the Field of Education

7B Preparation and Educational Requirements

7C Rewards and Demands
Job Security
Salaries

7D Professional Organizations for Educators

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7A) Identify career opportunities available in the field of education.

Career Opportunities in the Field of Education

7A1) Provide background on the topic of teacher availability; explain that the nation is facing a critical educational challenge due to a growing shortage of qualified teachers. Point out that teacher shortages exist in all areas; however, the greatest needs for teachers currently exist in math, science, special education, languages other than English, technology application, and bilingual education.

To introduce students to teaching as a career, assign students to read the introductory scenario to Chapter 1, on pages 2-4 of *Reaching to Teach*. Divide the class into groups to answer the questions at the end of the scenario (on page 4). Lead groups to share and discuss responses.

TAKS READING TAKS WRITING

7A2) Instruct students to research teacher availability and compare the number of teachers today to the numbers 20, 30, and 40 years ago. Discuss with students the reasons why this shortage may have occurred. Have students speculate why there is a greater shortage of teachers in high need areas such as those from the previous strategy. Highlight the potential for opportunities for students pursuing careers in education.

TAKS READING

Divide the class into groups. Have students brainstorm advantages and disadvantages for entering the field of education. Lead each group to share their findings with the class.

Have student volunteers share with the class the field and level of teaching that appeals to them to pursue for a future in education careers.

7A3) Direct students to the Web site *www.tea.state.tx.us.* Instruct students to access Educator Employment Resources available on the site (from the main site, click on "For Teachers," then "Educator Employment Resources"). Assign each student one or more of the 20 different education service center (ESC) regions as a basis for researching jobs that are available. Teaching Aid 77, ***Education Service Center Map***, shows locations of the education service centers. Lead students to share and discuss findings. As they report their findings, have them point out locations of available jobs; they could create a map with notations of openings to display in the classroom.

TA77 Education Service Center Map

TAKS READING TAKS SOCIAL STUDIES

- Are job openings available throughout the state?
- What regions currently have the most jobs available?
- How would an individual go about pursuing one of the job openings?
- How important would flexibility be in finding a teaching job?

Key Questions

TAKS READING

7A4) Have students read the section, Other Career Opportunities for Teachers, on pages 181-182 of *Reaching to Teach*. Assign each student one of the various jobs listed. Instruct students to research possibilities and opportunities in the assigned job. Lead students to compare other career opportunities with careers in teaching.

TA78 Internet Sources for Career Opportunities in Education

Have students locate Internet sites that could be beneficial in identifying career opportunities available in the field of education. Teaching Aid 78, ***Internet Sources for Career Opportunities in Education***, cites some potential sites; the school career guidance counselor may be a source for additional sites. Lead students to share findings and describe how each site could be beneficial in helping explore career opportunities in education. Have students show examples of information available on the sites and/or provide sample printouts. Lead students to compile responses into a chart or visual display promoting sources of education career information. **Note**: The compiled information could be shared with other student groups as an FCCLA project, such as Career Connection: LINK UP to Jobs.

Suggested Resources – Section 7A

- *Reaching to Teach*: Chapters 3, 6, and 7
- Web sites:
  - Texas Education Agency
    www.tea.state.tx.us (Go to "for teachers")
  - American Association for Employment in Education
    www.aaee.org
  - State Board for Educator Certification
    www.sbec.state.tx.us (See "School District Information," then "School District Vacancies")
  - U.S. Department of Education
    www.ed.gov (Go to "U.S. Dept. of Education," then "Information for Teachers")
  - Texas Association of School Administrators
    www.tasanet.org (See "Educators Job Bank")

A*

7B) Determine preparation and educational requirements for various levels of employment in the field of education.

Preparation and Educational Requirements

7B1) Instruct students to research requirements for the education field. If possible, have a high school counselor or an advisor from a college or university speak to the class about preparation for the field of education. As an additional resource person, invite a current college education major to class to discuss course work and preparation requirements.

Point out the Texas State Board for Educator Certification Web site at *www.sbec.state.tx.us* to students. Instruct students to research requirements for the field of education; currently, information can be found on the SBEC Web site under "Certification Information."

TAKS READING

Divide the class into three groups. Assign one group elementary, one group middle school, and one group high school. Instruct each group to list educational requirements for the assigned level. Students may look on the SBEC Web site for information on how to become a teacher in Texas.

TAKS WRITING

7B2) Have students read the section, How Will You Become Certified or Licensed to Teach?, on pages 176-178 of *Reaching to Teach*. Have students outline the certification process. Lead students to share and discuss information they obtained in completing their assignments.

TAKS READING TAKS WRITING

7B3) Point out to students that before entering the field of education, a student must take and pass the appropriate professional development and the Examination for the Certification of Educators in Texas (ExCET) test and complete all other applicable requirements before making application for teacher certification.

Divide the class into groups. Have students research professional development, research the ExCET test, and report their findings to the class. Point out that, once the ExCET scores are received and the student has passed the test, the initiating process for the application is begun by an advisor.

TAKS READING

7B4) Point out to students that in order to obtain a teaching certificate, a student must also meet all the requirements of the educator preparation program at the chosen college, university, or alternative certification program. The student must work towards a bachelor's degree. Texas colleges and universities do not offer a degree in education. Every teacher must have an academic major, as well as teacher training courses.

Ask students to research the definition of a *teaching certificate* and what it includes. A *teaching certificate* is a license to teach. Lead a class discussion on why it is important to require teachers to have a teaching certificate.

TAKS WRITING
TAKS READING

Acquire several college and university catalogs that list the courses required for students seeking teaching credentials. Allow students to study the catalogs and make a list of required classes. Discuss with students the importance of having a strong foundational background in high school. Emphasize that every class that is taken in high school is preparing them for the future.

7B5) Beyond state level teacher certification, it is possible for a teacher to receive national teacher accreditation. Although a limited number of teachers seek this course of study, it is available through the NCATE (National Council for Accreditation of Teacher Education).

TAKS READING

Instruct students to read pages 156-161 from *Reaching to Teach* in reference to teachers who have received National Board Certification. From page 161, lead a class discussion about the variety of job opportunities made available through the National Board Certification. Lead students to discuss positive and negative aspects of obtaining credentials like the National Board Certification.

Have students research on the Internet or in the library the requirements for a teacher to obtain national accreditation.

TAKS READING

7B6) Point out that practical experience is an important preparatory tool for the field of education. Have students read the section, How Can You Gain Practical Experience for Becoming a Teacher?, on pages 42-43 of *Reaching to Teach.* Divide the class into six groups. Using categories listed in the section, assign each group of students one of the categories. Assign students to read the assigned category and report on the methods of gaining practical experience in the classroom. Categories include:

- Classroom Experience
- Student Teaching
- Gaining Experiences in Multicultural Setting
- Induction and Internship Programs
- School-Based Teacher Education
- Substitute Teaching

TAKS READING

7B7) State to students that there will be continued opportunity for professional development as a teacher in the field of education. Refer to the section, What Opportunities for Continuing Professional Development Will You Have?, on pages 50-52 of *Reaching to Teach.* Divide students into four groups. Using the categories in the referenced section, assign each group of students one category. Instruct students to read and research the assigned category and report findings. Categories include: Self-Assessment for Professional Growth; Teacher Workshops; Teacher Centers; and Professional Development Schools.

7B8) Ask a family and consumer sciences teacher to share with students the reasons for being interested in entering the field of Family and Consumer Sciences Education and the preparation and educational requirements necessary to receive a Texas teacher certification in family and consumer sciences. Point out that there are several teacher education institutions in Texas that offer teacher certification programs in family and consumer sciences. These may be located through the Texas Education Agency Web site (go to *www.tea.state.tx.us/Cate* and then go to Family and Consumer Sciences, Teacher Education and Certification Contacts). Many of the courses necessary for obtaining Family and Consumer Sciences Texas teacher certification are now offered as Web-based courses through the Family and Consumer Sciences Distance Education Alliance. Lead students to discuss advantages of such initiatives.

Suggested Resources – Section 7B

- *Reaching to Teach:* Chapters 1, 2, and 6
- Texas Education Agency Web site: *www.tea.state.tx.us*

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7c) Determine rewards and demands including salaries and benefits for various levels of employment in the field of education.

Rewards and Demands

TAKS READING

7C1) To further familiarize the students with the teaching profession, have them read from *Reaching to Teach*, pages 15-20, What is Teaching Really Like? Divide the class into six groups. Assign each of the groups one of the following six realities listed under this section:
- Reality 1 The Unpredictability of Outcomes
- Reality 2 The Difficulty of Assessing Students' Learning
- Reality 3 The Need for Teacher-Student Partnership
- Reality 4 The Impact of Teachers' Attitudes
- Reality 5 The Drama and Immediacy of Teaching
- Reality 6 The Uniqueness of the Teaching Experience.

Direct each group to summarize the assigned reality and present information to the class.

TAKS WRITING

7C2) Divide the class into groups. Instruct each group to create a list of rewards (benefits) and demands of being a teacher. Instruct each group to list their responses on a chart and share them with the class. Point out that teacher rewards (benefits) could be divided into two groups, those that are more inwardly evident and those benefits that are evident from outward appearances.

Using the list of rewards (benefits) of teaching, guide students to identify those teacher benefits that would be inward and those that would be outward benefits. Examples that might be listed include:

Outward benefits:
monetary
job security
retirement benefits
advancement opportunities
hours (doesn't include preparation
time away from school)
holidays

Inward benefits:
feeling of satisfaction
a sense of accomplishment
constant learning
social relationships

Field Experience

Allow students to poll teachers to add to their listing of rewards (benefits) and demands of teaching. Instruct students to create visual displays illustrating the outward and inward benefits of teaching. Display the posters in the classroom or other appropriate setting.

TA79 Education Careers: Student Incentives

7C3) Provide students with information on incentives available to students who plan to pursue education careers. A good resource is Teaching Aid 79, ***Education Careers: Student Incentives***, from the *Teacher Prep Texas Coordinator Guide*, available from The Curriculum Center for Family and Consumer Sciences.

TAKS READING

FCCLA

Have students research various incentives, using Web sites that are cited or other sources suggested by teachers or guidance counselors. Have students report their findings to the class. Expand the activity by guiding students to create an informative visual display or PowerPoint presentation that promotes incentives available to students pursuing education careers. This could be implemented as an FCCLA project.

Job Security

7C4) State that job security is an important factor in the education field. With the current shortage of teachers, a teacher with appropriate teacher certification should have good job security. In most school districts a teacher is given a probationary contract the first year of employment in the district. If the teacher proves reliable after one year, the teacher is given an annual contract to be signed every year, but with the understanding of continued satisfaction.

Lead a class discussion on the subject of job security in the field of education. Suggested questions for discussion include the following.

Key Questions

- Why would job security be an important factor when selecting a future job?
- Why would the job of teaching have more/less job security than other professions?
- Would the job security of teaching convince some high school graduates to pursue a career in teaching? Why?

Salaries

7C5) Display a poster or bulletin board of newspaper, magazine, or Internet articles related to teacher salaries, and point out the salary of a teacher receives great attention in today's society. Provide students with background on the topic of salaries in the field of education, such as the following statements:

- Some experts feel there is a direct relationship between the amount of the salary of a teacher and its affect on increased test scores.
- Although salaries for teachers have increased since the 1980s, new teachers salaries lag behind beginning salaries in other occupations.

TAKS READING

Assign students to research current salaries for beginning teachers and beginning salaries in other occupations. Lead students to discuss pros and cons of salaries and other benefits for teachers as they relate to other professions. Instruct students to determine whether teacher's salaries have kept up with inflation. (Explain the term, *inflation*, if necessary.) **Note:** A State Minimum Salary Schedule can be found on the TEA Web site at *www.tea.state.tx.us* under the section "for teachers." Additional teacher salary information may be available at the district level.

7C6) Point out that teachers' salaries may increase in many ways. Examples include the following:

1. Incentive pay is not based on equitable dispersion, but rather is awarded for high standards of teaching performance, student performance, and/or increased responsibility.
2. Merit pay awards teachers according to a schedule and is based on job performance, not related to increased job responsibility.
3. Career ladder, sometimes referred to as differentiated staffing, moves the teacher throughout levels as related to job performance and additional responsibility.
4. Mentor teacher or master teacher has the teacher serving as a mentor to a less-experienced teacher. The mentor teacher usually includes a pay increase.

Divide the class into four groups. Assign each of the groups one of the above ways a teacher's salary may increase. Direct each group to explain the example to the class.

Suggested Resources – Section 7C

- *Reaching to Teach*: Chapters 1 and 7
- *Teacher Prep Texas Coordinator Guide*, available from The Curriculum Center for Family and Consumer Sciences.

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7D) *Identify professional organizations specific to the field of education.*

Professional Organizations for Educators

7D1) Provide students with background on the topic of professional organizations. Point out that professional organizations for teachers exist on the local, state, and national levels. Some of the national organizations may have state or local affiliates. There are many professional organizations, and specialized organizations exist for teachers of a particular subject matter. Membership benefits may for example include specialized training in a particular subject matter through conferences or conventions, journals, and other communication.

TAKS READING

Assign students to read pages 157-160 in *Reaching to Teach.* From the information in the textbook, lead a class discussion directed to professional organizations.

Key Questions

- What are the purposes of the NEA and AFT?
- What are reasons teachers may choose to belong to a professional organization? reasons teachers may choose not to belong?

7D2) Point out that professional organizations specific to the field of education exist for a variety of purposes. Lead students to brainstorm some of the possible purposes. Examples might include the following:

- Report the condition and progress of education
- Distribute the latest educational information
- Promote the cause of education
- Serve as a lobbying tool for education reform

TAKS WRITING TAKS READING

Note that some professional organizations specific to the field of education may be designed primarily for teachers, some for administrators, and still others will be appropriate for any professional in education. Lead students to research professional organizations specific to the field of education by accessing the Web or through available research in the library. Using the Internet, under the search engine, have students type *education professional organizations.* Assign students to list several different organizations and highlight their main features.

Field Experience

Direct students to interview their field-site teachers, other teachers, and administrators to identify professional educational organizations to which they may belong. Lead students to share findings with the class and compile a class listing of professional organizations available to local educators.

TA80* *Texas Education Code

7D3) Point out that Texas state law addresses in Texas Education Code 21.407 and 21.408 the requiring or coercing of teachers to join groups, clubs, committees, or organizations and the right to join or not join professional associations. Lead a class discussion on the meaning of the law. Distribute copies of Teaching Aid 80, ***Texas Education Code***, for students to view during the discussion.

Key Questions

- Why is it important that teachers be protected against being required or coerced to join groups such as those listed?
- Why is it important that teachers have the right to join or not to join a professional association?

7D4) State that there are organizations for high school students who are interested in careers in education. Depending on the individual, the organization provides similar benefits to students that are given to teachers. Lead students to brainstorm student youth organizations that would benefit students interested in pursuing education careers.

TA81a&b* *Student Youth Organizations

FCCLA

TAKS READING

Have students read Teaching Aids 81a&b, ***Student Youth Organizations***. Also ask class members, or students outside the class, who are members of FCCLA and TAFE to discuss benefits and purposes of each organization. Based on the teaching aids and student presentations, lead a class discussion on benefits and purposes of student organizations related to teacher preparation. If there are other applicable student organizations in the district, include information about those as well.

Key Questions

- What purposes do the various organizations serve?
- How do students benefit during their school years from participating in student youth organizations?
- How might participation in student youth organizations benefit students in future career options?

Suggested Resources – Section 7D

- *Reaching to Teach*: Chapters 2 and 6
- *Teacher Prep Texas Coordinator Guide*, available from The Curriculum Center for Family and Consumer Sciences

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FCCLA ACTIVITIES

- Leaders at Work
- FCCLA Career Connection: SIGN ON to the Career Connection; PROGRAM Career Steps
- Power of One: Working on Working
- Families First: Balancing Family and Career
- Additional FCCLA activity ideas for this section are included in the **Blended Activities** section.

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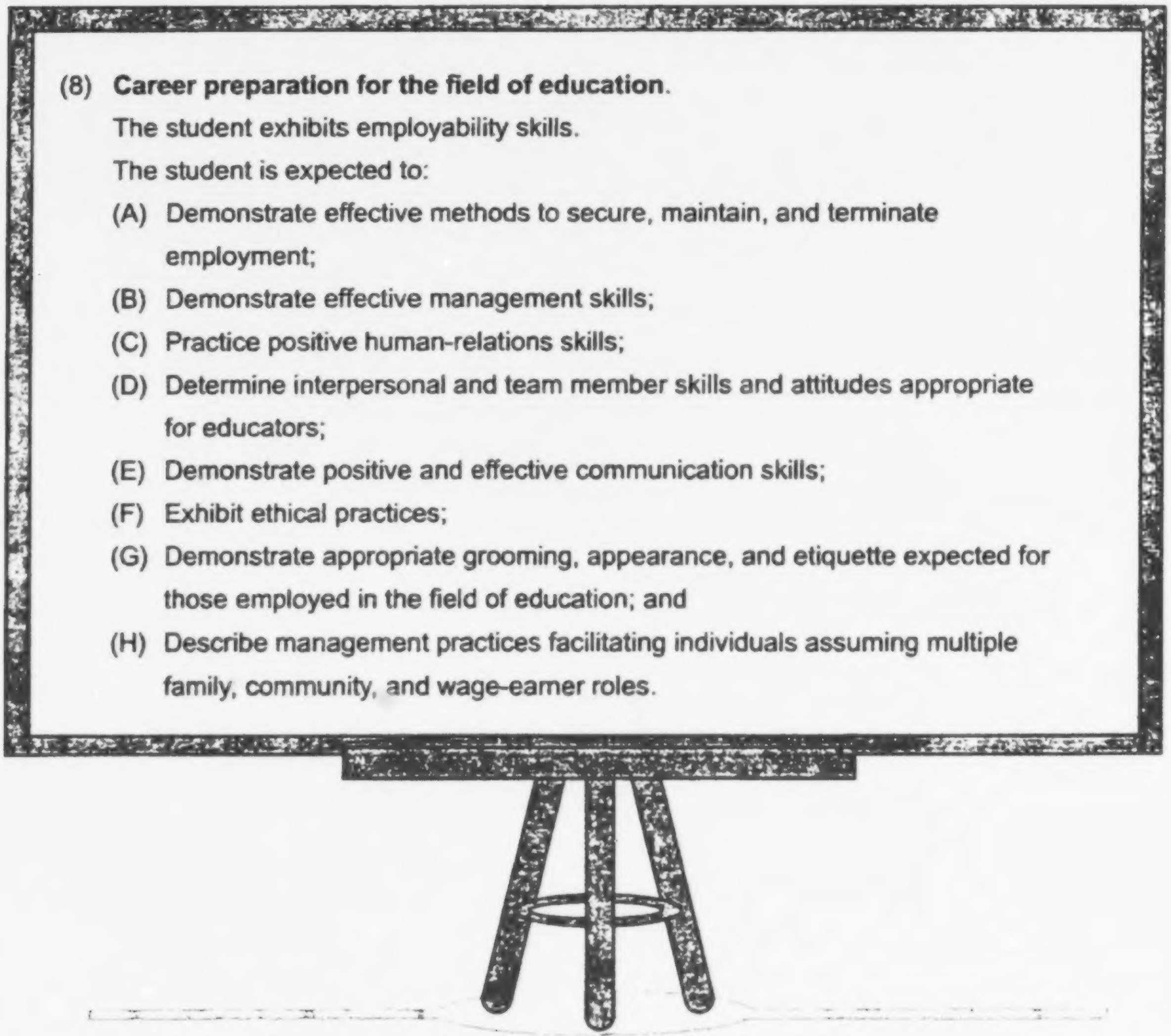
Section 8

- *Exploring Education Careers TEKS 8*
- *Elementary School Teacher Assistant TEKS 7*
- *Elementary School Teaching Internship TEKS 7*



(8) **Career preparation for the field of education.**

The student exhibits employability skills.

The student is expected to:

- (A) Demonstrate effective methods to secure, maintain, and terminate employment;
- (B) Demonstrate effective management skills;
- (C) Practice positive human-relations skills;
- (D) Determine interpersonal and team member skills and attitudes appropriate for educators;
- (E) Demonstrate positive and effective communication skills;
- (F) Exhibit ethical practices;
- (G) Demonstrate appropriate grooming, appearance, and etiquette expected for those employed in the field of education; and
- (H) Describe management practices facilitating individuals assuming multiple family, community, and wage-earner roles.

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TOPICAL OUTLINE

8A Securing Employment
  Career Portfolio
  The Interview
  Applying On-line
Maintaining Employment
Terminating Employment

8B Time Management
Delegating

8C Positive Human-Relations Skills

8D Interpersonal and Team Member Skills

8E Communication Skills

8F Ethical Practices in Education

8G Appropriate Grooming, Appearance, and Etiquette

8H Management of Multiple Roles

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8A) *Demonstrate effective methods to secure, maintain, and terminate employment.*

Securing Employment

8A1) Point out to students that when seeking a teaching job, one important characteristic is diligence. A teacher candidate must be diligent in following every avenue to obtain a job. Job fairs either at the university level or the local school may be one means of seeking employment.

Instruct students to brainstorm other means of locating possible employment positions available in the field of education. Lead them to identify possible advantages and disadvantages of each.

If a job fair is available, take students on a field trip to a job fair. Discuss what paperwork, such as the resumé, cover letter, credentials (teaching certificate), transcript, and other related materials that will be needed.

Another alternative is to have students participate in a Virtual Job Fair (VJF), which is an on-line opportunity for job seekers to view job openings and submit resumés on-line for a limited period of time. Students can conduct an on-line search for Virtual Job Fairs or contact local career services centers for additional information. The Web site of the American Association for Employment in Education (*www.aaee.org*) currently references a national VJF for K-12 educators. Additional information on VJFs may be found in the *2002 Job Search Handbook for Educators*, available from the American Association for Employment in Education.

TAKS READING

8A2) Ask students to bring examples of resumés they may have completed in other courses, or show examples of resumés and cover letters. Have students read the sections, Preparing your Resumé and Writing Letters of Inquiry and Application, from page 183 of *Reaching to Teach*. Additional information on Effective Resumés for Educators may be found in the *2002 Job Search Handbook for Educators*, available from the American Association for Employment in Education.

TAKS WRITING

As a class project, have students complete a resumé and cover letter that can be included in their career portfolio for future job applications.

8A3) Lead students to use resources from the FCCLA Career Connection handbook to complete additional activities related to securing employment. The section, LINK UP to Jobs, includes information and activities related to finding and securing a job.

Career Portfolio

8A4) State that more and more teacher candidates are also taking a Career Portfolio to the job interview. A portfolio for a first time teacher candidate could contain any work experience with students, showing examples of practical application in the classroom or working with students.

Field Experience

Have students work with the field-site teacher in preparing a Career Portfolio. Examples of work with which students assisted in the field-site classroom would be a part of the student's Career Portfolio. This project would extend throughout field-site experiences and would need to be introduced to the field-site teacher at the beginning of the field experience. See additional information provided in the **Blended Activities** section.

8A5) Provide students with background on the topic of credential files. A *credential file* contains such items as letters of recommendation, transcripts, a resumé, and teaching certificate(s). Employers are requesting to see the credential file prior to employment and/or verification of the credentials as a condition for employment. Show students an example of a credential file, possibly obtained from the business teacher or other resource; student volunteers could assist with preparation/compilation of the example file, perhaps as an FCCLA individual Career Connection project.

The Interview

8A6) Point out to students the importance of the actual job interview. If informational items, such as the resumé and cover letter, submitted for application are impressive, then the interview could be the determining factor as to whether a candidate receives the job. Point out the importance of anticipating potential questions and practicing responses prior to the interview.

TAKS WRITING

Divide the class into small groups. Instruct groups to construct sample interview questions for interviewing a potential teacher candidate. Assign each group one of the following main categories of questions:

1. Background experience, including education
2. Motivation for teaching
3. Personal discipline/management policy
4. Skills for teaching
5. Behavioral questions, such as "Explain a difficult situation you have faced in the classroom, how you handled it, and what you would do differently should it occur again."

Write selected questions on the board. Ask student volunteers to model for the class appropriate responses during an interview. Students may fabricate information to answer some questions in order to have an answer to situations not yet experienced. The student being interviewed should also ask questions of the interviewer. **Note**: This strategy could be implemented within the context of planning for a STAR Event Job Interview competitive event.

8A7) Lead students to brainstorm possible questions a person interviewing for a teaching job might appropriately ask the interviewer. Categories for questions for the teacher applicant could include: school information; job assignment and resources to use; class size; salary and benefits; and school employment policies. After questions are completed, pair students for the purpose of conducting a mock interview. Feature one pair for the whole class. Discuss examples of questions that would not be appropriate during an interview.

TAKS READING

Have students read the section, Participating in a Job Interview, on page 184 of *Reaching to Teach*. If possible, visit the Web site for Sample Interview Questions for Candidates to Ask, and have students practice mock interviews using the seventeen questions listed. As an alternative, divide the class into small groups and assign groups to develop possible interview questions. **Note**: The *2002 Job Search Handbook for Educators* has informative sections on Behavioral Interviewing for Educators, Interview Questions to Answer and Ask, and Guidelines for Pre-employment Interview Questions.

Applying On-line

8A8) Point out to students that on-line resources for locating jobs and applying on-line are becoming increasingly popular. Job availability and contact information on-line can save time when applying for a job. The personal interview is usually conducted before the teacher is hired.

TAKS READING

Instruct students to search on-line for teaching jobs, specifying location desired, level of teaching, and subject area. Have them print examples of application forms and other pertinent information to share with the class. Lead students to share their findings, and allow students to exchange information on searches and sites that students might want for future reference.

Note: Caution students that use of on-line employment services may be subject to fees, commissions, and/or placement charges. Also, privacy statements for using some sites state that information submitted by persons using the site (i.e. persons applying for jobs) may be shared with third parties, used for advertising purposes, posted on the Internet, etc. Discuss with students, or invite a district technology teacher/specialist to discuss, safety and privacy issues related to Internet use.

Maintaining Employment

TAKS READING

8A9) Lead a class discussion on positive characteristics a teacher should possess in order to maintain employment. The section on What is Professionalism in Teaching, on pages 154-157 of *Reaching to Teach*, provides information on positive, professional characteristics of a teacher. Lead students to suggest ways a person could acquire and develop professional characteristics that would promote employment success.

TAKS WRITING TAKS READING

Guide students to use resources from the FCCLA Career Connection handbook to complete additional activities related to maintaining employment. The section, ACCESS SKILLS for Career Success, includes information and activities that identify and promote skills that are essential to job success.

TAKS WRITING

8A10) Point out that it is important to stay current in professional development, subject matter, educational advances, and educational change in order to maintain employment. Lead students to brainstorm reasons that teachers should stay on "the cutting edge" of education advances, subject matter, and professional development. Have them work in groups to list ways that teachers would be able to stay current in these areas. Possible suggestions include workshops and seminars, annual conventions within the teaching field, graduate school courses, journals and periodicals, and information from professional organizations.

Field Experience

8A11) Assign students to interview teachers, including their field-site teachers, and to determine how the teachers stay current in their particular field. As a class, compile a list of questions for the interview. Practice mock interview questions before allowing students to conduct the interview. Be sure and obtain permission from teachers and appropriate times for interviews before allowing students to embark on the interview. Have students report back to class following the interview. Add to the suggestions from strategy 8A10 based on student interview findings.

Terminating Employment

TA82 Resigning from a Teaching Position

TAKS READING

8A12) Lead students to brainstorm reasons why a teacher might choose to resign from a teaching position. Examples include relocation, acceptance of another job, entering a graduate program for further education, dissatisfaction with pay or job conditions, illness, or personal reasons. Have students read Teaching Aid 82, ***Resigning from a Teaching Position***, and lead a class discussion on the significance of a teaching contract and the importance of following appropriate procedures when resigning from a continuing contract.

Key Questions

- What problems may arise from a teacher's resigning during the school year?
- When is the ideal time for a teacher to submit a resignation?
- What is the cutoff date for timely resignation, according to the Education Code?
- According to the Education Code, who must approve the resignation of a teacher under continuing contract at any other time?
- What consequences might a teacher experience who fails to follow designated procedures for resignation?

TA83 Writing a Letter of Resignation

TAKS WRITING

Following the suggestions on Teaching Aid 83, ***Writing a Letter of Resignation***, have students write a sample letter of resignation from a fictitious teaching position. Guide them in evaluating products.

8A13) Explain that during the probationary period for a teacher, it is relatively simple to terminate a teacher. However, after the probationary period, it may be more difficult to dismiss a teacher. One exception to the rule is a measure called *reduction in force* (RIF) in which there are more teachers than needed in a school district and due to economic issues the teacher is released from duty. With the teacher shortage today, there is little possibility of a teacher not being able to find a job in another school after being subject to RIF. In areas with declining population, the school may be shrinking and teachers could be terminated for RIF. However, if the teacher is willing to relocate to a different area, a teaching position is usually available.

Lead students to suggest possible reasons for a teacher to be terminated involuntarily. Possible reasons include: a teacher may have had an inappropriate relationship with a student; there may be a personality conflict or a core philosophical difference with the principal or administrator; too little subject matter may have been taught; or the teacher may have exercised poor classroom control or management.

Lead a class discussion with students about the feelings and emotions that would accompany a teacher being terminated. Have students explain the complications that might occur if a teacher were impacted by a RIF and had to relocate.

Suggested Resources – Section 8A

- *Reaching to Teach*: Chapters 6 and 7
- *2002 Job Search Handbook for Educators*, available from the American Association for Employment in Education (*www.aaee.org*)

8B) Demonstrate effective management skills.

8B1) Inform students that management skills are especially critical for those who have chosen a career in the field of education. For successful management, expertise is needed in the areas of time management, decision making, setting priorities, and delegating. Instruct students to define each of the above mentioned skills. Lead the class in a discussion of each skill as it relates to a classroom teacher.

Display Teaching Aid 84, ***Components of Time Management***. Divide the class into small groups and assign each small group one of the components listed. Lead the small groups to brainstorm ideas as to how each would affect a teacher. Allow groups to share their responses with the whole class.

TA84 Components of Time Management

Time Management

8B2) Point out to students that time is a precious resource. We all have the same amount of time in every day. The way we plan, organize, and manage our time reflects in the amount of time we have. Individuals and families accomplish more and have better control of their lives if they are organized. Disorganization can create stress. A monthly calendar is helpful for organizing long-term plans. Test dates, due dates for homework, family activities, work schedules, pay days, due dates for bills, and other obligations can be recorded. The monthly calendar plan can help guide and organize the daily or weekly plan. The visual record allows a person to see a broad picture of obligations and enables him or her to become more organized.

TA85 Time Thieves

Distribute Teaching Aid 85, ***Time Thieves***. Direct students to discuss each time thief and give examples of how each would affect a teacher's ability to manage effectively. Have students add additional items if appropriate. Note that as important as carefully managing every minute of every 24 hours is the need for some unscheduled time; doing an enjoyable activity as a break from a routine helps to rejuvenate and revive an individual.

TA86 Daily Time Schedule

TAKS WRITING

8B3) Instruct students to keep a log of how they spend their time for a 24-hour period. Use Teaching Aid 86, ***Daily Time Schedule***. Within the 24-hour period in minute increments, have students record what they do and the way they spend their time, including the time spent sleeping and eating. As a class, discuss potential areas of wasted time and then have students analyze their log for areas of wasted time. Ask students to list ways they could manage time more efficiently and be more productive.

Discuss with students activities that they like to do in their spare time. Point out the need for taking time out for rest and relaxation. Ask students about how taking time out for fun contribute to better management skills.

TA87 Monthly Calendar

8B4) Give each student a copy of Teaching Aid 87, ***Monthly Calendar***. Explain that making a list and prioritizing responsibilities help promote time management. Instruct students to explain what it means to set priorities, using the following discussion questions:

- What are advantages of setting priorities?
- In what areas of your life do you feel it is more important to set priorities than in other areas?
- Why would it be important for a teacher to set priorities?
- How do decision making and setting priorities relate to each other?

TA88 Things to Do Today

8B5) Instruct students to record three items that a teacher might need to do under each category of Home, School, and Work. Give each student a copy of Teaching Aid 82, ***Things to Do Today***. Explain

TAKS WRITING

that once decisions are prioritized, then this information can be transferred to a monthly calendar. As an example, provide the class with a sample copy of a teacher's monthly calendar. Ask students:

- Why are more people not using a monthly planning calendar?
- How do you think a teacher could use a monthly calendar?

Delegating

8B6) Ask students to define *delegating*. Lead a class discussion on how the delegating of responsibilities aids in management skills and furthers time management. Lead students to brainstorm ways a classroom teacher might delegate some responsibilities to students. The section on Let Students Help! from the **Creative Ideas** section of this guide provides several ideas and points out advantages of student involvement.

Invite a guest speaker from the field of education who is adept in managing multiple roles, family, careers, and community roles. Request the guest speaker to explain managing time effectively, including how effective delegation can be a powerful management tool. Instruct students to prepare in advance some questions to ask the guest speaker.

Suggested Resources – Section 8B

- *Reaching to Teach:* Chapter 3
- *Survival Kit for Secondary Teachers* (Section on Classroom Management)

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8C) Practice positive human-relations skills.

Positive Human-Relations Skills

TA89a&b Positive and Productive Traits for a Classroom Teacher

TAKS WRITING

8C1) Divide the class into groups. Assign groups to identify positive human-relation skills that a teacher needs to be an effective teacher. Compare groups' lists with Teaching Aid 89a, ***Positive and Productive Traits for a Classroom Teacher***. Lead students to discuss and define each trait. Compare answers to definitions on Teaching Aid 89b. Direct students to record beside each trait how it would be a positive trait for a teacher to have in the classroom.

TA90 What's With the Positive Traits?

Using Teaching Aid 90, ***What's With the Positive Traits?***, assign each group of students to choose five traits desired for a teacher from the previous list. Direct each group to describe the effect the character trait would have on the classroom and learning.

TAKS WRITING

8C2) Assign students to brainstorm different people with whom teachers would need to have positive human-relations skills. Suggestions include parents or guardians, administrators, other teachers, and students. Divide the class into small groups, and assign each group one of the groups of individuals listed below with whom a teacher needs to exhibit positive human-relations skills. Instruct students to write examples of ways teachers could demonstrate positive human-relations skills with individuals, such as:

- parents or guardians
- administrators
- other teachers
- students

FCCLA

Ask students why positive human-relations skills would be important for a teacher. Have students describe what a classroom would be like if the teacher had poor or negative human-relations skills. Lead students to discuss ways that positive human-relations skills could be developed and cultivated in future teachers. **Note:** This activity could be expanded into a STAR Event on Interpersonal Communication.

8C3) Lead a class discussion on why it is important for effective teachers to establish and maintain positive relationships throughout the school system with parents, administrators, other co-workers, and students. Discussion points might include the following:

- The faster a teacher establishes a positive relationship with a student's parent, the more likely the student is to perform well in class.
- An attitude of respect for the superintendent, principal, and other administrators will help promote positive human-relationships between the teacher and the administration. Without a positive relationship with those in authority, success is hampered.
- Maintaining a positive, working relationship with co-workers including other teachers and support staff is also important. Many times a poor relationship between teachers and support staff can destroy effectiveness in the classroom.
- Students are very adept at knowing which teachers genuinely care about students. Many times students will excel in a class because the teacher exhibits a caring attitude and continues to show encouragement as students learn.

TAKS WRITING

Divide the class into small groups. Assign each of the groups one of the following activities related to positive human-relations skills.

- Describe ways a teacher can exhibit positive human-relations skills with a parent.
- Identify ways a teacher could demonstrate positive human-relations skills with the administrators
- Describe ways a teacher can exhibit positive human-relations skills with a student.

Challenge each group to share a case scenario demonstrating a teacher exhibiting positive human-relation skills with students. Evaluate the possible results for the student in the scenario in response to the action. Encourage students to predict possible outcomes for students who come in daily contact with teachers who have positive human-relations skills.

Suggested Resources – Section 8C

- *Reaching to Teach:* Chapters 1 and 3

8D) Determine interpersonal and team member skills and attitudes appropriate for educators.

Interpersonal and Team Member Skills

8D1) Point out to students that many times a teacher is required to work in a team situation with other teachers, either teaching subject matter together or working together as a team in a grade level. Being able to work with others is critical to the success of a teacher. A teacher is also considered to be a team player with the administration. Having a good relationship with the administration is as important as other relationships. Lead a class discussion on the importance of interpersonal and team member skills for teachers.

Key Questions

- How do you think a teacher could be described as a *team player*?
- Who would be the other *team players* with a teacher?
- What does *interpersonal* mean? How would this affect a teacher?
- What interpersonal skills would a teacher have to possess? Why?

TA91 Characteristics of Effective Team Members

8D2) Distribute Teaching Aid 91, ***Characteristics of Effective Team Members***. Divide the class into small groups. Assign a characteristic to each small group. Have each small group create a visual display illustrating how the characteristic could help make a teacher more effective. Have students illustrate the characteristic from the viewpoint of teacher to teacher and also teacher to student.

TA92 Interpersonal Relationship Skills

Field Experience

8D3) Distribute Teaching Aid 92, ***Interpersonal Relationship Skills***. Have students interview two different teachers, including the field-site teacher, using the interview sheet. Practice a mock interview with the students before the actual interview occurs. After completion of the interview, lead class members to share their findings with the rest of the class.

TA93 Tips for Building a Successful Relationship with Administrators

8D4) Distribute Teaching Aid 93, ***Tips for Building a Successful Relationship with Administrators***. Divide the class into small groups. Assign each group one of the successful relationship tips. Have the group explain to the class how the tip would aid a teacher in the classroom. Have the students demonstrate through example the tips.

8D5) Have students view a videotape on the importance of teamwork and staff support in dealing with challenging behavior of a student, such as *The Teacher's View*, available from The Curriculum Center for Family and Consumer Sciences. During viewing, have students write down three key points they think would help them in a future teaching position. Lead students to share points with the class.

TAKS READING

8D6) Have students read the section, What New Leadership Roles for Teachers are Emerging?, on pages 160-163 of *Reaching to Teach*. Based on the reading, lead a class discussion on the need for teachers to have interpersonal skills in order to work with people outside of the classroom.

Key Questions

- What are examples of new leadership roles teachers are being asked to fulfill?
- What interpersonal skills would be required to fulfill the leadership activities of the teacher listed on page 162?
- How could a teacher develop or strengthen such interpersonal skills?

Field Experience

Refer students again to the list of leadership activities on page 162. Assign students to interview the field-site teacher to see what similar leadership activities the field-site teacher performs.

Suggested Resources - Section 8D

- *Reaching to Teach*: Chapter 6
- *The Teacher's View*, videotape available from The Curriculum Center for Family and Consumer Sciences

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8E) Demonstrate positive and effective communication skills.

Communication Skills

8E1) Ask students to define *communication*. *Communication* is the process by which ideas, feelings, and information are shared. It involves the skills of listening, speaking, and writing. State that one of the most important skills for teaching is communication. A teacher should be an expert at communicating in all three areas: verbal, nonverbal, and written. If even one of these areas of communication is missing, the learning process between a teacher and the students suffers. Have students define and discuss the three areas of communication. Ask students if they think one area is any more important than another area in communicating in the classroom.

Instruct students to read the section, Teacher Communication, on page 62 of *Reaching to Teach*. Lead a class discussion on types of classroom communication mentioned and the importance of each.

8E2) Distribute Teaching Aid 94, ***Communication Words to Know***. Discuss each of the definitions. Lead students to give examples from each description of a situation that would involve the teacher or the classroom.

TA94 Communication Words to Know

Distribute Teaching Aid 95, ***Verbal and Written Communication***. Instruct students to discuss the points related to verbal and written communication. Lead students to relate each point to the teacher and the classroom setting and give an example of practical application. Introduce Teaching Aid 96, ***Improving Communication Skills***. Discuss positive and negative nonverbal communication and how it would affect classroom effectiveness.

TA96 Verbal and Written Communication

TA96 Improving Communication Skills

Direct students to role play positive examples of nonverbal communication. Remind students to use examples that relate to a teacher or the classroom.

8E3) Direct students to observe the field-site teacher and note ways in which the field-site teacher communicates verbally and nonverbally. Lead students to share their observations with the rest of the class.

Field Experience

Suggested Resources – Section 8E

- *Reaching to Teach*: Chapter 3

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8F) Exhibit ethical practices.

Ethical Practices in Education

8F1) Have students define the word *ethics*. Instruct students to brainstorm how ethics is a part of teaching. Lead a class discussion on how high ethical standards would create a better teacher.

Point out that *ethics* deals with right or wrong. The way a teacher feels about a particular issue should not affect a legal decision if something is permissible or not permissible. Teachers are obligated by contract to follow the rules established by the school district. Failure to obey and follow such rules may result in a reprimand, penalty, or dismissal.

TAKS WRITING

Ask students to brainstorm classroom situations in which a teacher would have to make ethical decisions. After ideas are given, divide the class into small groups. Have each group write a scenario using the suggested situations. Lead groups to share their scenarios with the class. Examples of situations might be if a teacher caught a student hiding drugs or alcohol; a student has revealed to a teacher that she is pregnant, or that he is the father of the child, but has made the teacher promise not to tell; or a teacher realizes a co-worker is stealing supplies from the school.

TAKS READING

8F2) Have students conduct research on the code of ethics and standard practices required by various state teacher licensing/certification agencies. In Texas, the Code of Ethics and Standard Practice for Texas Education may be found on the Web site for the State Board for Educator Certification at *www.sbec.state.tx.us* (see Professional Discipline, then Code of Ethics). **Note**: A new rule "Code of Ethics" is being developed. The current one is Title 19, Part 7, Chapter 247, Rule 247.2.

Print a copy of the Code of Ethics and Standard Practices for Texas Educators. Divide the standards up among students to read and explain to the class.

Field Experience

8F3) Have students interview their field-site teachers regarding types of ethics-related situations related to teaching that have been experienced or observed and advice the field-site teachers would offer students regarding ethical practices in education. Lead students to share and discuss findings.

Suggested Resources – Section 8F

- State Board for Educator Certification Web site: *www.sbec.state.tx.us*

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8G) Demonstrate appropriate grooming, appearance, and etiquette expected for those employed in the field of education.

Appropriate Grooming, Appearance, and Etiquette

8G1) Point out to students that teachers daily serve as role models for students; therefore the grooming, appearance, and etiquette of a teacher are important. If teachers set a good example for students in this area then the students will want to emulate the teacher's good habits. Lead a class discussion as to why it would be important for a teacher to exhibit appropriate grooming, appearance, and etiquette in the classroom and at school. Lead students to cite specific examples of practices that would promote appropriate grooming, appearance, and etiquette for those employed in education.

Distribute Teaching Aid 97, ***Grooming and Personal Appearance***.. Lead students to elaborate on each guideline and examine how each would make for a more effective, influential teacher.

TA97 Grooming and Personal Appearance

8G2) Have students interview their field-site teachers to obtain suggestions regarding desirable grooming and appearance traits for teachers in the classroom, including appropriate dress. Lead students to share and compile responses into a list of suggestions for future teachers.

TAKS WRITING

Field Experience

* * *

A*

8H) Describe management practices facilitating individuals assuming multiple family, community, and wage-earner roles.

Management of Multiple Roles

8H1) Point out to students that most first-year teachers are amazed at how tiring teaching can be. Teaching is physically, emotionally, and intellectually draining. The first year is especially tiring since everything is new and different to the teacher. All the rules and procedures of a new school must be acquired and learned. Classroom management and lesson planning is a new experience. However, after several weeks of acclimating to the new experience, most teachers discover that they have gotten used to the pace and are adjusting quite well.

Lead students to list reasons a teacher would need management skills on a personal level. Assign students to write a paper describing how management skills would affect the classroom.

TAKS WRITING

8H2) Using small balls or oranges, have students volunteer to attempt to juggle. Begin with one ball and have the student toss the ball back and forth between hands. Add a second ball and see if the student can juggle the two balls. If possible, add a third ball. Continue adding balls until the student is no longer able to continue juggling. Tell students that this activity is similar to the balancing act that a teacher has to do every day. A teacher wears many "hats" in a school and needs to be skilled at juggling the many roles. Have students suggest the different roles that a teacher might have to juggle.

8H3) Distribute Teaching Aid 98, ***Examples of Roles***. Have students complete the activity from a teacher's perspective, considering the impact on a teacher.

TA98 Examples of Roles

TAKS READING TAKS WRITING

TAKS WRITING

Ask students to list different roles a teacher has to assume, both at school and in the community. Suggestions include: a parent; a caregiver for an aging parent; a volunteer in organizations; a business partner in another business; and a facilitator for different groups. Lead a class discussion on multiple roles of teachers.

Key Questions

- How do these different roles impact a teacher?
- How can a teacher successfully balance all these different roles?

TA99 Sample Stress Management Techniques

8H4) Distribute Teaching Aid 99, ***Sample Stress Management Techniques***. Divide the class into small groups. Assign each small group one of the stress management techniques. Ask the small groups to present to the class how this technique would assist a teacher in managing stress.

TA100 Sample Stress Management Considerations

TAKS WRITING TAKS READING

8H5) Have students read Teaching Aid 100, ***Sample Stress Management Considerations***. Allow students time to complete the stress management self-evaluation, considering how they would rate themselves on the various statements. Allow student volunteers to share their impressions with the class. Lead students to compare and contrast how a student shows stress versus how a teacher exhibits signs of stress.

Field Experience

8H6) Lead students to discuss juggling different roles in the classroom with the field-site teacher. Have students request suggestions from the field-site teacher for juggling multiple roles. Lead students to share suggestions with the class. Create a class compilation of ideas for managing multiple roles that students can keep in their Teaching Resource Portfolios.

Suggested Resources – Section 8H

- *The Cornerstone*, "Managing Multiple Roles," available from The Curriculum Center for Family and Consumer Sciences

* * *

FCCLA

FCCLA ACTIVITIES

- STAR Events: Job Interview; Interpersonal Communication
- FCCLA Career Connection: PLUG IN to Careers; LINK UP to Jobs; ACCESS SKILLS for Career Success; INTEGRATE Work and Life
- Power of One: Working on Working
- Families First: Balancing Family and Career
- Additional FCCLA activity ideas for this section are included in the **Blended Activities** section.

Section 9

- *Exploring Education Careers TEKS 9*
- *Elementary School Teacher Assistant TEKS 8**
- *Elementary School Teaching Internship TEKS 8**

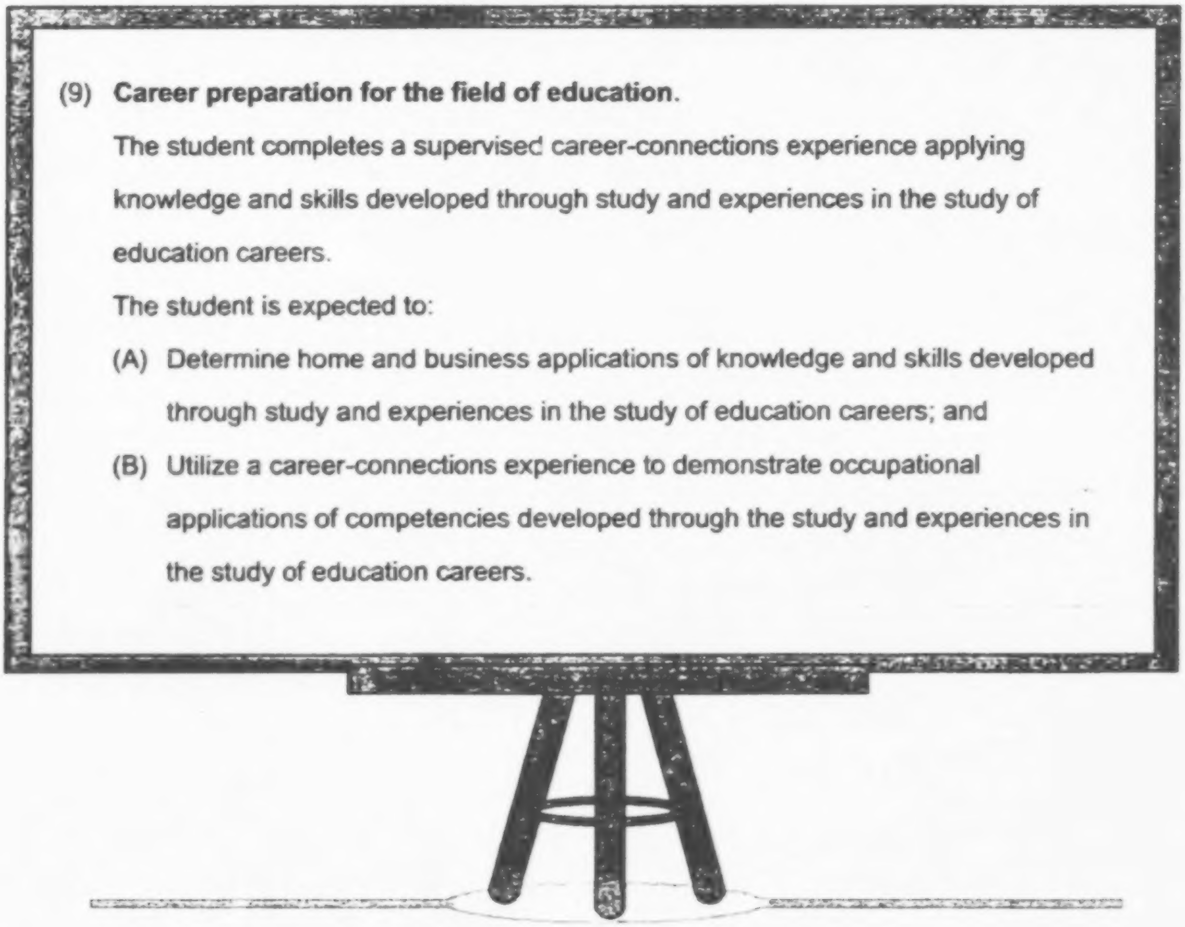
(9) **Career preparation for the field of education.**

The student completes a supervised career-connections experience applying knowledge and skills developed through study and experiences in the study of education careers.

The student is expected to:

(A) Determine home and business applications of knowledge and skills developed through study and experiences in the study of education careers; and

(B) Utilize a career-connections experience to demonstrate occupational applications of competencies developed through the study and experiences in the study of education careers.



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* There are differences in exact wording of the TEKS for Exploring Education Careers and TEKS for Elementary School Teacher Assistant and Elementary School Teaching Internship. The latter two courses are targeted toward the elementary school setting (Pre-K through 3rd grade). Please refer to the TEKS in the front of the book for exact wording.

BEST COPY AVAILABLE

NOTE TO THE TEACHER

TEKS 9A and 9B in Exploring Education Careers (TEKS 8A and 8B in Elementary School Teacher Assistant and Elementary School Teaching Internship) are essential knowledge and skills for the supervised career-connections experience. Please refer to the section, **Blended Activities**, in this resource guide for examples of teaching and learning strategies that may be used as career-connections experiences for students enrolled in Exploring Education Careers, Elementary School Teacher Assistant, and Elementary School Teaching Internship courses.

Blended Activities

NOTE TO THE TEACHER

Blended activities are teaching and learning strategies that encompass several knowledge and skills expectations. These activities promote student learning of multiple TEKS simultaneously through hands-on, project-based, and/or problem-solving activities. Ideas for blended activities have been presented in abbreviated form in this section, to provide the teacher with a variety of ideas on which to build. Depending upon how each activity is structured and fully developed, blended activity ideas can be utilized in various forms, including FCCLA projects and activities or Supervised Career-Connections experiences for students.

Supervised career-connections experiences are designed to be extensions of school-based learning through entrepreneurial, research, or work-based applications (work-based applications include home, business, or community contexts). This is an extended learning arrangement, comparable to work-based instructional arrangements for occupationally specific courses. Career-connections experiences may be designed as a singular substantial project to be carried out over the scope of the semester or a series of short-term activities. Regular supervision and reporting will be necessary throughout the course for successful completion of the career-connections experience.

TEKS

*Exploring Education Careers
**Elementary School Teacher Asst./Internship

CAREER PORTFOLIO

5F, 8A, 8B, 8D, 8E
****4E, 4F, 7A, 7B, 7D, 7E***

The career portfolio will provide a visual representation of the skills and experiences the student has acquired thus far in the educational training. Components can be used by students now and in the future as a resource in employment applications and interviews.

The career portfolio should be an ongoing project. As experience is acquired, a copy of examples may be inserted into the career portfolio. Assist students in creating a large folder or envelope or a box to store collected items. As students gain more experience, have them add to the career portfolio. Examples included should be of excellent quality and represent the "very best" of the student's experience and ability. The career portfolio should show growth and development of the student.

Suggested items for the career portfolio include documentation and examples from the following areas:

- Resumé and other job search tools
- Teaching experiences
- Community service
- Leadership activities
- Professional development
- Technology/computer skills
- Extracurricular activities
- Honors and awards
- Special interests

TEACHING RESOURCE PORTFOLIO

5D, 5E, 5F, 8B, 8E
****4D, 4E, 4F, 7B, 7E***

The teaching resource portfolio is a compilation of examples from teaching aids, strategies, and ideas learned in the classroom and through field experiences. A teaching resource portfolio will be an invaluable tool for the student both now and in the future. The student will be able to draw upon the ideas during the field-site experience and then later in the actual school experience. Ideas may be shared and exchanged with other students.

Instruct students to collect teaching ideas and strategies obtained from other students, teachers, and administrators. Some examples for the teaching resource portfolio include:

- Lesson plans
- Bulletin board or other visual ideas
- Teaching strategies or activities
- Sample study sheets and tests
- Lists of resources
- Effective guidance and discipline techniques
- Technology usage in the classroom

In order to cultivate the habit in students of collecting important teaching information, the teacher may frequently point out, "This would be good information to put in your teaching resource portfolio."

INTERGENERATIONAL INTERVIEWS

Instruct students to interview three generations of friends or relatives in order to compare the differences in schools in the past and schools today. Have students present the information in a visual display, such as a poster or Power Point project. Suggested questions for the interview include:

- Who was your favorite teacher? What characteristics made this teacher memorable?
- How does parental involvement today differ from the involvement of parents from the past?
- What school activities and field trips did you participate in as a student and how did the events shape the course of your future?
- How do the goals, policies, and procedures differ in schools today from when you went to school?
- In what other ways is school different today than from when you went to school?
- How was visual media or computer technology used in your school experience? How do you think it has changed the course of education today?

1A, 5A, 5B, 5C, 5E, 6A, 8B, 8E
*****1A, 4A, 4B, 4C, 4F, 5A, 7B, 7E***

TEACHER SPOTLIGHT

Direct students to identify positive characteristics of teachers who have made an impact on their lives. Lead a class discussion on which characteristics are essential for effective teaching. Assign each student one of the characteristics listed. Have the student create a visual display, such as a poster or other visual, highlighting the characteristic. Posters may be displayed in the school, if permissible.

5A, 5B, 6D, 7C, 7D, 8B, 8D, 8E
*****4A, 4B, 6C, 6D, 7B, 7D, 7E***

Direct students to interview the field-site teacher using the following suggested questions:

- What positive characteristics make a good teacher?
- What rewards and benefits do you receive in teaching? What reasons would you give a student for pursuing a career in teaching?
- What are your special interests ? How do you manage teaching with the other areas of your life?
- What further career goals do you have?
- Do you belong to any professional organization? If yes, how does this membership affect your teaching?
- What role does the community and business play in helping educate students?

INTRODUCING THE STUDENT TO LEARNERS IN THE FIELD-SITE CLASSROOM

As a means for introducing the student to the learners in the field-site class, instruct students to write a "me" book. The "me" book may be used as a tool to introduce the student to learners in the field-site class. The student may introduce any hobbies, special interests, and career goals in the book. The "me" book may also be illustrated by the student or by using computer-based clip art or illustrations. The book should be written appropriately for

5D, 5E, 5F, 8B, 8C, 8E
*****4D, 4E, 4F, 7B, 7C, 7E***

the grade level in which the book will be read. Direct the students to read the "me" book to the field-site class.

As a supplemental activity, have students write and illustrate a picture book related to a concept in the subject area in the field-site classroom. Point out that picture books are being used in all grade-level areas as a means of relaying technical information or sparking interest in a particular subject.

STUDENT-PREPARED TEACHING AID

***5D, 5E, 5F, 8B, 8C, 8E**
****4D, 4E, 4F, 7B, 7C, 7E**

Instruct students to design a teaching aid as an accompaniment to a lesson being taught in the field-site classroom. For example, design a bingo game to aid in practicing multiplication tables; create a spelling bee for the week's vocabulary words; or write a skit to illustrate summarization of a story. With the field-site teacher's approval, have students implement the teaching aid in the field-site classroom.

LESSON SERIES

***5C, 5D, 5E, 5F, 8B, 8E**
****4C, 4D, 4E, 4F, 7B, 7E**

Direct students to choose a thematic unit or select a subject-area topic from the field-site classroom. Using the theme selected, instruct students to prepare several lesson plans that reinforce the subject matter or teach a concept. Have students include elements such as the following in planning the lessons:

- a visual display, such as a poster or a Power Point project
- utilization of a computer application that would be relevant to the subject area
- a special school activity or field trip corresponding to the theme
- an evaluation tool, such as a rubrics or other means of evaluation
- a "hands-on" or kinesthetic activity

PROMOTING LEARNING IN STUDENTS WITH SPECIAL NEEDS

***5A, 5B, 5D, 5E, 8B, 8E**
****4B, 4C, 4D, 4F, 7B, 7E**

As students analyze procedures and strategies that would provide effective learning opportunities for learners with disabilities or other special needs, lead students to choose one special need or disability to research. Have each student research classroom strategies for meeting the special need researched. Ideally, the special need selected will be a special need of a learner in the field-site class.

Lead a class discussion as students report on the special needs researched. Discuss specific teaching techniques and strategies that are necessary for students with special needs. Lead students to classify and compile the techniques and strategies into a resource list to which students can refer as they design activities and learning experiences for students with special needs.

SPECIAL SCHOOL ACTIVITIES OR FIELD TRIPS

If possible, provide opportunity for students to accompany the field-site class on a special school activity or field trip. Arrange with the field-site teacher for the student to accompany the learners on a field trip or to participate with the learners in a special school activity. Assign students to write a follow-up report concerning the participation activity; have students determine and cite benefits of the activity.

5C, 5D, 5F, 8B, 8E
*****4C, 4D, 4E, 7B, 7E***

Following the special school activity or field trip, instruct each student to create a teaching aid or educational activity that can be implemented with learners in the field-site classroom to further reinforce information learned through the activity.

FIELD-SITE CLASSROOM NEWSLETTER

In studying the importance of communication between parents and the teacher, provide opportunity for students to take an active role in preparing a classroom newsletter to communicate important information to parents. Examples of information to be communicated include the following:

- Important class information
- Upcoming important dates
- Recent accomplishments of students
- Interviews featuring students and/or teachers
- Homework helps
- Tips for parenting

Note: With approval of the field-site teacher, students could also take an active role in preparing teacher-parent communications for the field-site classroom.

6A, 6B, 8B, 8C, 8E
*****5A, 5B, 7B, 7C, 7E***

100TH DAY ACTIVITIES

At the elementary level, the 100th day of school is celebrated in many schools as an important occasion. The 100th day is used as a teaching tool for math, social studies, language arts, and other subject connections. Lead students to brainstorm ideas to incorporate the 100th day theme. Have them select one of the ideas to develop and, if possible and with approval of the field-site teacher, implement in the field-site classroom.

5C, 5D, 5F,
8B, 8C, 8D, 8E
*****4C, 4D, 4E,***
7B, 7C, 7D, 7E

Examples of ideas include the following activities with which students may assist learners:

- Count 100 pennies.
- Mark off 100 steps.
- Draw 100 circles.
- Read 100 books as a group.
- Jump 100 turns of a rope.
- String 100 beads.
- Clap 100 times.

TEKS
*Exploring Education Careers
**Elementary School Teacher Asst./Internship

TUTORING OPPORTUNITY

*5A, 5B, 5D, 5F,
8B, 8C, 8D, 8E
**4A, 4B, 4D, 4E,
7B, 7C, 7D, 7E

The opportunity for a student to practice classroom strategies and teaching techniques in a one-on-one or small group situation is ideal. Assign students to tutor for a particular subject or class. Have students keep a log or journal to record information such as the following:

- time spent tutoring
- subject tutored
- special concerns or questions
- progress accomplished with the student

Involve field-site teachers as resources for the assignment of students to learners and coordination of tutoring assignments.

TAKS ACTIVITY

*5D, 5E, 8B, 8E
**4D, 4F, 7B, 7E

From the field-site classroom subject area, have students design a learning experience or teaching aid to enforce and provide practice for a specific TAKS objective. The field-site teacher may assign the objective or the student may choose a TAKS objective. Students may also create an activity on the computer using available technology and subject-area information. Instruct students to create a folder or large envelope where the TAKS activity or directions for use with a computer may be stored.

Ask the field-site teacher to critique the activity for accuracy and usability. The TAKS folder and/or computer-based activity may be used as a review tool for the TAKS objective or as a small group activity.

PERPETUAL CALENDAR

*5C, 5D, 5E, 5F, 8B, 8E
**4C, 4D, 4D, 4F, 7B, 7E

Assign students to create a perpetual calendar that lists holidays and special activity days that might be celebrated or discussed at school. A teacher Web site or calendar information site will aid in the search for important holidays and dates. A partial listing of suggested activities include the following:

September
    Johnny Appleseed's Birthday (26th)
    Labor Day
    March Of Dimes Reading Champions
    Grandparents' Day
October
    Fire Prevention Week (1st week)
    Red Ribbon Week
    Great American Smokeout
    Halloween Safety
November
    National Children's Book Week (2nd week)
December
    Christmas in other cultures, Hanukkah, Kawanza
January
    Martin Luther King Jr. Day
February
    Valentine's Day (14th)

February, cont'd
- Groundhog Day
- Presidents Day

March
- National Nutrition Month

April
- Child Abuse Prevention Month
- National Library Week (2nd week)
- Earth Day (22nd)

May
- Memorial Day
- National Teacher Appreciation Week (1st week)

Following creation of the calendar, assign each student one of the holidays listed. Have students design a bulletin board or a visual display centered around the holiday. Instruct students to create three learning activities or teaching aids that would teach and reinforce information about the special event. If possible, require students to have as one of their learning activities a technology-related project. With guidance from the field-site teacher, instruct students to conduct one of the activities in the field-site classroom. Lead students to compile the activities, and give a set to each student for their Teaching Resource Portfolios.

LESSON PLAN

Instruct students to prepare a lesson plan for the field-site classroom. Lesson plans are covered in TEKS 5F. The lesson plan should correspond with the subject area studied in the field-site classroom and be appropriate for the grade level. If the field-site teacher gives permission, have students implement the lesson plan in the field-site classroom. The lesson plan should include specific criteria, such as the following:

- varying learning activities to address different learning styles
- a visual presentation such as a Power Point or poster
- a special activity or corresponding suggested field trip
- parental or community contact activity

***5D, 5E, 5F, 6A, 8B, 8C, 8E**
****4D, 4E, 4F, 5A, 7B, 7C, 7E**

MANIPULATIVE DESIGN

Most subject areas lend themselves to "hands-on" activities. The kinesthetic learning style is best addressed through the use of manipulative activities. Instruct students to design a manipulative activity for the field-site classroom that could be used to increase learning in the subject-matter area. Examples include the following:

- bean bags made out of felt and beans to be used for a physical education activity or in a counting activity in math class
- self-made puzzles constructed from a picture that has been laminated and cut apart in puzzle shapes to reconstruct. The student may design and color the picture. The picture can be from content-area material.
- bingo game using questions to reinforce subject-matter area
- small items for counting and grouping for math

***5A, 5D, 5F, 8C, 8E**
****4A, 4D, 4E, 7C, 7E**

Integration of FCCLA

COMMUNITY SERVICE AWARD; READY, SET, READ!; LEADERS AT WORK; A BETTER YOU; TAKE THE LEAD

Children's Book Week

***5D, 5E, 5F, 6A, 6C, 8B, 8C, 8E**
****4D, 4E, 4F, 5A, 5C, 7B, 7C, 7E**

The second week of November is Children's Book Week. Instruct students to take sections from the Ready, Set, Read! curriculum and select portions of the tips for working with an emerging reader. The tips are structured to promote parents reading to their students. Information could be prepared using a computer and reproduced in the form of a flyer, a bookmark, or a leaflet. This information could be distributed to parents after school when parents come to collect their students, or at a school function for parents.

COMMUNITY SERVICE AWARD; READY, SET, READ!; LEADERS AT WORK; A BETTER YOU; TAKE THE LEAD

Reading Buddies

***5D, 5E, 5F, 6A, 6C, 8B, 8C, 8E**
****4D, 4E, 4F, 5A, 5C, 7B, 7C, 7E**

Research has shown that students progress at a must faster rate with a smaller ratio of teacher to student. Assign students to serve as "reading buddies" for learners in the field-site classroom or other students. Direct the students to either read to the learner or serve as listeners as the learner reads aloud. Students may create bookmarks for the learners on the computer for recording the titles of the books read or to keep an accurate account of the number of pages read.

CAREER CONNECTIONS; A BETTER YOU; TAKE THE LEAD

School District Career Awareness and Appreciation

***5E, 7A, 8C, 8D, 8E**
****4F, 6A, 7C, 7D, 7E**

Lead students to brainstorm different careers available in education. Instruct students to research careers in school that might interest them. Have students examine duties and assignments from their career choices.

Assign students a member of the school district who represents one of the careers listed. Instruct students to give a special acknowledgment to that person, either through a thank-you note or other means. Students may create visual acknowledgments on the computer. For example, a student could thank the school nurse through a card or by having the field-site class create and sign a poster. Suggestions for individuals to acknowledge include the following: counselor, principal, librarian, school board member, office support staff, or custodial staff. As appropriate, have students involve the field-site learners in the appreciation effort. **Note**: the first week in May is National Teacher Appreciation Week.

STOP THE VIOLENCE; COMMUNITY SERVICE AWARD; LEADERS AT WORK; A BETTER YOU; TAKE THE LEAD

Child Abuse Prevention

***3G, 3H, 4G, 4H, 6A, 8B, 8E**
****3G, 3H, 5A, 7B, 7E**

April is Child Abuse Prevention month. Instruct students to become involved in the prevention of child abuse and to be informed about reporting child abuse. Lead students to brainstorm ways they can become involved.

Integration of FCCLA

TEKS
*Exploring Education Careers
**Elementary School Teacher Asst./Internship

Suggestions for involvement include the following:

- creating child abuse prevention posters
- writing public service announcements using child abuse prevention information
- distributing child abuse prevention ribbons, or computer generated fliers or bookmarks

Many of the suggested activities could be conducted in the field-site class. An excellent resource for child abuse prevention information is the Children's Defense Fund (*www.childrensdefense.org*).

DYNAMIC LEADERSHIP

UIL Volunteer

The University Interscholastic League is a scholastic competition in which many school districts participate. Direct students to volunteer to serve as timekeepers, preliminary judges, room monitors, or other jobs. The teacher will probably need to make the contact with the UIL director. Also, the teacher may contact the school that is hosting the event and solicit volunteer possibilities for the students. Students may also serve as assistant coaches for UIL teams prior to the event. For example, a student who excels in math or is assigned to a math field-site class could assist in the Number Sense competition; a proficient speller could work with the Spelling team; or a student could be a listener for the Story Teller or Oral Reader team. The field-site schools would be good vehicles for contacting teachers who coach the various UIL teams.

***5D, 5F, 8B, 8C, 8D, 8E**
****4D, 4E, 7B, 7C, 7D, 7E**

COMMUNITY SERVICE AWARD; READY, SET, READ!; LEADERS AT WORK; A BETTER YOU; TAKE THE LEAD

After-School Tutoring Assistant

Many schools provide after-school programs for students, either through internal funding or specialized grant programs. After-school programs are designed not only to provide scholastic improvement opportunities for students, but also to provide a safe haven for students who might otherwise be left unattended for several hours after school. This setting provides an excellent training ground for FCCLA students to practice teaching skills learned in the teacher preparation courses. Depending on the funding source, some schools are able to pay after-school assistants.

***5C, 5D, 5F, 8B, 8C, 8D, 8E**
****4C, 4D, 4E, 7B, 7C, 7D, 7E**

Through contact with the school district's administrator or after-school program director, arrange for students to assist in the after-school program. Examples of roles that students may assume include the following: a scholastic tutor; physical education facilitator; group leader; or teacher assistant. As appropriate, lesson plans or activities written for use in the field-site classroom may also be used in the after-school program.

Integration of FCCLA

COMMUNITY SERVICE AWARD; LEADERS AT WORK; A BETTER YOU; TAKE THE LEAD; DYNAMIC LEADERSHIP

Spring/Fall Harvest Carnival/Festival

***1A, 5C, 6A, 8B, 8C, 8D**
****1A, 4C, 5A, 7B, 7C, 7D**

Depending on the situation at the school district where the students are participating in the field-site experience, many schools provide a fall festival or a spring celebration. Often the funds profited from the festival are used to supplement teachers' supplies, fund special projects, or provide books or other teaching materials. This event provides an excellent opportunity to involve the parents and the community. Parents may assist in collecting donated items for the booth or by assisting in the booth.

FCCLA members could assume various roles in conjunction with a special festival at a field-site school. If the school district is already conducting a fall or spring carnival, students could assist with implementing the activity at their field-site schools. FCCLA students might organize and operate one or more booths within the carnival or special event. For example, students could create and organize the booth's activity including game design, posters, cost of the booth, any special prizes needed, and publicity. Examples of ideas for booths include the following:

- Sand dig in which small items are hidden in a sand box and students are allowed to sift through the sand and keep the items
- Cake or cupcake walk
- Basketball shoot
- Ring toss
- Mystery jar - fill a jar with candy or beans, and allow students to guess the number of items in a jar

On a larger scale, FCCLA members could organize the event in a field-site school if one does not exist.

COMMUNITY SERVICE AWARD; READY, SET, READ!; LEADERS AT WORK; A BETTER YOU; TAKE THE LEAD

Safe Halloween Letters

***2A, 2C, 6A, 8B, 8C, 8D, 8E**
****2A, 2C, 5A, 7B, 7C, 7D, 7E**

Guide students to write and reproduce a letter to distribute to parents providing tips for staying safe during Halloween. With guidance from the field-site teacher, students may conduct the activity in the field-site class, utilizing the learners to help in preparing the safety list for trick-or-treaters. If possible, direct students to Internet sites that provide safety information during the Halloween season. Help students arrange to distribute the safety letter to parents by either sending home with the learners or distributing at a parent function.

Integration of FCCLA

COMMUNITY SERVICE AWARD; LEADERS AT WORK; A BETTER YOU; TAKE THE LEAD

Assistance to Others

***6A, 6C, 6D, 8B, 8C, 8D, 8E**
****5A, 5C, 7B, 7C, 7D, 7E**

Direct students to organize learners in the field-site classroom to collect items for the needy. Collected items may be given to a community nonprofit organization that distributes items to needy families. This activity provides an excellent opportunity for parental involvement. Encourage parents to take an active role in the collection and distribution process.

Ideas for collection activities include the following:

- Canned goods for a Thanksgiving basket for a needy family or for a local food bank
- Usable, slightly worn clothing for the needy
- Laundry supplies for the Ronald McDonald House or other recipient
- Personal hygiene items, such as toothbrush and toothpaste, for a homeless shelter

COMMUNITY SERVICE AWARD; READY, SET, READ!; LEADERS AT WORK; A BETTER YOU; TAKE THE LEAD

Visual Production for Subject Matter Reinforcement

***5B, 5D, 5E, 5F, 8B, 8D, 8E**
****4B, 4D, 4E, 4F, 7B, 7D, 7E**

Divide the class into small groups. Instruct groups to create a visual production such as a puppet show, a play, or other enactment to reinforce a concept taught in the subject area of a selected field-site classroom. Instruct groups to have clearly defined objectives and to make sure the information presented is accurate.

After the production has been perfected and reviewed by the field-site teacher, direct groups to present the production to the field-site classroom or to an after-school program. Assign each group to describe in writing the details and objectives of the production. Compile the ideas into a set for each student to place in the Teaching Resource Portfolio.

Creative Ideas

NOTE TO THE TEACHER

Developers of the series of instructional guides for implementing Texas Essential Knowledge and Skills for Family and Consumer Sciences Education faced a twofold challenge: (1) to write instructional strategies that enable students to acquire the stated essential knowledge and skills and (2) to help teachers deliver the strategies in ways that promote active learning, relevance, and retention in students.

After a great deal of experimenting and discussing, the following system seems best to address the twofold challenge, while providing maximum flexibility for you, the teacher, whom we consider the ultimate instructional expert in your classroom.

- The nature of the content of family and consumer sciences provides wonderful opportunities for hands-on, relevant learning by students, and in many cases the instructional strategies themselves facilitate active learning.
- Teaching and learning activities in the instructional strategies section have been presented as briefly as possible. For instance, the strategy may state "Have students work in groups to ...," but no specific suggestions for grouping students are provided.
- The **Creative Ideas** section has been included to provide you with suggestions and examples of ways to enhance some basic techniques included in the **Instructional Strategies** section. For example, it does provide several specific suggestions for grouping students.
- The **Blended Activities** section promotes student learning of multiple TEKS through hands-on, project-based, and/or problem-solving activities.
- Integration of FCCLA activities as appropriate throughout the instructional strategies and blended TEKS activities promotes student learning through relevance and application.

We strongly encourage you to:

- Read this section! Not only will it provide ideas for promoting active learning, but it will provide additional suggestions for saving teacher time and enhancing student learning and skills development.
- Link appropriate creative teaching techniques to specific instructional strategies in the *Education Careers Teacher Resource Guide.*
- Adapt the instructional strategies and creative teaching techniques to fit your district needs, the needs and learning styles of your students, and your own teaching style.
- Add to this section! Resources that offer creative teaching ideas are readily available. Professional development conferences continually offer sessions that promote active learning, authentic assessment, varied learning styles, etc.

This section provides only a small sampling of creative ideas for teaching techniques!

Creative Ideas

GROUP ACTIVITY/TEAMWORK

When to use: In activities where teamwork facilitates generation of ideas and higher-order learning. Working in groups also meets needs of students with global learning styles.

Skills reinforcement: Teamwork and leadership skills, communication skills, interpersonal skills

Methods of grouping students:
There are many methods of randomly assigning students to groups. Several examples are provided below. You can pick up other ideas through brainstorming, networking, and personal participation in group activities. (Note that methods will vary depending on the number you want in each group.) Dividing students into groups can be a quick way to inject some fun into an activity.

- Count Off. Have students count off 1 through however many groups are needed, repeating until all students have a number. Select a location for all "1s" to work, all "2s", etc.
  Variation - write the numbers on cards and have students draw.
- Geography.
  - For pairing students, have them draw cards with names of states and capitals. Students find the classmate with the matching state or capital.
  - Have students draw from cards with names representing geography sets, such as names of continents, oceans, countries, rivers, etc. Students will need to figure out what their name represents and find the others with cards in the same set.
- Course content. (Similar to the above activity, except using concepts from the course.)
  - For pairing students, have them draw cards listing either elements and principles of design or corresponding definitions. Students find the classmate to match the term and definition.
  - Have students draw from cards representing nutrition sets, such as foods from different food groups. Students find others with cards in the same set.
- Famous Fictional Characters. Have students draw cards with names of characters from literature they have recently studied in Language Arts, famous fictional characters (such as characters from Peter Pan or The Wizard of Oz), well-known television shows, etc.
- Puzzles. Purchase or create puzzles, mix up the pieces, and have students find group members with matching puzzle pieces. Hint - if you have puzzles with more pieces than needed for group members, pull out the number of pieces needed for students to draw, leave the remaining pieces on the table where the group will meet, and have students circulate among tables until they find their correct puzzle and meet up with other group members.
- Deck of Cards. A deck of cards (or multiple decks) can be used in many ways to form various sizes of groups. Students can form groups based on suits, colors, face cards, or combinations (such as a full house or four-of-a-kind).
- Candy Flavors. Have students group according to flavors of candy or colors, for example, M&Ms. This provides students with a nice treat also!
- Self-selection. Allow students to select their own group members. Have students group with students nearby or find students with whom they have not recently worked.

GROUP ACTIVITY/TEAMWORK (Continued)

Suggestions for Effective Group Activities:
The size, structure, and function of a group will differ depending on specific objectives of the activity. Following are a few suggestions for helping students work most effectively in groups.

- Clarify expectations. Make sure all group members know what is expected of each person individually and what the group is expected to accomplish as a whole.
- Set time limits. Let groups know up-front how long they will have to work. If it is a lengthy activity, provide time checks periodically. Let groups know when they have one to two minutes remaining, and signal when time is up. Examples of signals include flipping a light switch, clapping, using a sound signal (bell, kazoo, train whistle, etc.), or playing music.
- Make individual assignments where appropriate to the activity. Possibilities include leader or facilitator, recorder, timekeeper, or runner.
- Emphasize the importance of each member's contributions, through participation, encouragement, focus on the task, and contribution to the final product. Build in individual accountability.

Build in individual accountability!
When participating in engaging, active learning experiences, it is important that students understand that they are accountable for learning. It may be tempting for students, when working in groups, watching a video, or listening to a guest speaker, to view the experience more as a "fun activity" than as a learning experience. While the experiences are intended to be enjoyable, students need to understand that the underlying purpose is to enable them to acquire essential knowledge and skills.

Following are suggestions for building individual student accountability into group and teamwork activities, as well as classroom discussions, videotape viewing, guest speakers, educational tours, etc.

- Set the stage for learning. Frame each activity within the context of essential knowledge and skills students are expected to acquire. In other words, help them up-front to see the relevance of learning activities.
- Structure the group to promote accountability. For example, each student within the group could be assigned a specific role. Or each member might be responsible for a specific part of the product. Provide a means of assessing each student's effectiveness.
- Vary the methods through which students report group findings and results. For example, if there is one "reporter," other group members may not feel as accountable as that designee. If, however, the teacher randomly calls on group members for reports, all members will need to be prepared. Provide an occasional variance by having group members return to their desks and write individual accounts of group results.

It should not be necessary to implement such suggestions for every activity. By varying the process, randomly calling on groups or individuals, occasionally requiring written accounts, etc., the teacher sends the message that students are individually accountable and need to be involved and attentive.

Creative Ideas

RESOURCE PERSONS (GUEST SPEAKER/PANEL DISCUSSION)

When to use: Good for providing information not readily available in textbooks, information that is new, or that which is best presented in a "real-world" perspective. With new information becoming available so rapidly, this method offers unique opportunities to provide students with the latest perspectives. It also provides students with opportunities to hear information straight from "experts," promoting credibility and relevance to students.

Skills reinforcement: This method provides rich opportunities for promoting a variety of skills. The following suggestions provide students excellent practice for improving and applying verbal, nonverbal, written, and electronic communication skills. Rotate these responsibilities throughout the semester so various students have an opportunity to perform different tasks. (The following suggestions can also save the teacher much time!)

- Have students help make initial contacts with the guest speaker or panel participants. Let students practice or role play making contacts via telephone or in person. Work with them to initiate and follow through on actual contacts.
- Have students introduce the topic and guests. Guide students in writing appropriate introductions for speakers or panel members. Make sure students are prepared to make the actual introduction before the presentation.
- Have one or more students write each participant a thank-you note expressing appreciation from the class. You may suggest that the note be handwritten and point out the appropriateness of personalized, handwritten thank-you notes. Or students may utilize computer applications to compose the note. Have students create a class letterhead for correspondence.

Suggestions for maximizing guest resources. Teachers have expressed that it is time-consuming to arrange for several guest speakers or panels each semester and that they do not want to call upon the same persons frequently. Use student participation as suggested above to save teacher time. Use technology to expand access to resource persons and to build a resource file for future reuse.

- Videotape the classroom presentation by the speaker/panelists. The videotape can be viewed by students who may have been absent and can be added to a resource file for use with later classes. This eliminates the need to arrange for several "live" presentations each semester. This is especially critical in small communities where the same "experts" would likely be called upon time after time.
- Utilize videoconferencing facilities to connect students in the classroom with the speaker/panelists in another location. Record the videoconference for review and reuse. This can be especially helpful in small communities where resource persons for various topics may not be available.
- Videotape or audiotape the resource persons at their locations, or audiotape (with permission) responses to information inquiries over the telephone.
  Alternative: Have students conduct audiotaped interviews to solicit information and present the information in the format of a television newscast or documentary.

Creative Ideas

ORGANIZING AND PRESENTING INFORMATION: VISUAL DISPLAYS, BROCHURES/FLYERS, PRESENTATIONS

When to use: As students research and collect varied information, these techniques enable them creatively to compile and organize; to share information with classmates and potentially other audiences.

Skills reinforcement: Depending on how the activity is structured - communication skills (verbal, nonverbal, written, electronic); teamwork and leadership skills; interpersonal skills; management and problem-solving skills; organizational skills

Suggestions for effective visual displays and presentations:

- Incorporate the use of computers and technology applications where appropriate.
- Choose techniques that fit learning objectives; in some cases, that might best be students in groups writing ideas on large sheets of paper to be posted around the room. Or it may be a multimedia presentation to be presented at an all-school assembly.
- Some activities may best be done individually; some by groups. Consider learning objectives, as well as learning styles of students.
- Visual displays and presentations provide an opportunity for authentic assessment of student learning on a topic.
- Allow students to generate ideas for organizing and presenting information.
- Where feasible and appropriate, keep outstanding student products for future use.

Miscellaneous ideas for organizing and presenting information:

- listing of ideas on large sheets of paper
- display of items (i.e., sewing notions for clothing repair)
- graffiti mural where students take markers and share key points learned
- bulletin board
- overhead transparency
- *large index cards for recording information from research, interviews, observations, and bibliographic information from printed references
- *graphic organizers for effectively organizing ideas and research findings
- brochure/booklet describing information about a topic; Teaching Aids 102a&b, ***Brochure Assessment***, provide tools for evaluating the effectiveness of a brochure
- flyer/circular promoting key points related to a topic
- bookmark citing useful information about a topic
- newsletter
- oral presentation (vary through skit, monologue, or puppet presentation)
- written presentation
- poster presentation (sharing research findings)
- videotape presentation
- photo album or display
- multimedia presentation utilizing a combination of print and electronic media

* Detailed suggestions for compiling and organizing information are included in Appendices G and H of *Independent Study in Home Economics Education*, available from The Curriculum Center for Family and Consumer Sciences. An example of a web diagram is shown in Teaching Aid 103, ***Web Diagram***.

Creative Ideas

CASE STUDIES AND SCENARIOS

When to use: As a tactful way to address sensitive issues. Allows students to express their views and examine the views of others in a non-judgmental manner around hypothetical, fictional situations.

Skills reinforcement: Problem-solving; creative and critical thinking; verbal, nonverbal, and written communication skills; leadership and teamwork skills

Case studies and scenarios are very similar in nature, and the terms are often used interchangeably. Both describe hypothetical circumstances and characters, and both set up a situation for analysis and application of problem-solving skills. As presented in this instructional guide, a case study provides more details about a specific situation and each character involved. A scenario is a brief synopsis of a set of circumstances or sequence of events.

Suggestions regarding case studies and scenarios:

- Where case studies or scenarios have been provided with the instructional strategy, read them to be sure they are appropriate for your instructional environment and local district policies. You may choose to adapt them or have students write new ones.
- Writing original case studies or scenarios is a good opportunity for students to create situations related to the topic that are most relevant to them. The writing experience also develops communication skills and provides TAKS reinforcement.
- Remind students that case studies and scenarios should be written as fictional.
- Newspaper articles and periodicals, such as parenting and family magazines, can provide stimulating ideas for case studies and scenarios.
- Case studies and scenarios can be presented in creative formats, such as that of an advice column or an "Ask an Expert" column.
- Use case studies and scenarios written by students to build a resource file for future use.

Creative Ideas

LISTENING TEAMS

When to use: To promote attentiveness during presentations by guest speakers or panels, videotapes, observation assignments, or other viewing/listening activities. Requires students to listen specifically for certain points or ideas.

Skills reinforcement: Communication skills, especially listening; leadership and teamwork

Suggestions for effective use of listening teams:
Prior to a presentation, lecture, or videotape, divide the class into listening teams. Give each team a specific assignment or role, so they will know up-front what they need to listen for. Let students know they will be responsible afterwards for reporting to the class, in writing or orally, the results of their assignment. Examples of listening team assignments or roles include the following:

- Provide students with a list of topics to be covered. Assign each team one or more specific topic(s) for which to listen during the presentation. Have them summarize key points related to their assigned topic following the presentation.
- Have each listening team write questions related to an assigned topic prior to the presentation. Students must listen during the presentation for answers to questions they wrote.
- Assign each team a specific role during the presentation. For example, one team might prepare questions based on information presented, another might summarize the five most important points, another might identify issues for further discussion or clarification, etc.

DEBATE

When to use: When there are two sides to an issue – pros and cons, advantages and disadvantages, etc. Debate promotes critical thinking and requires students to research, look at all sides of an issue, and draw conclusions.

Skills reinforcement: Communication skills; critical thinking skills; research skills

Clarification and suggestions related to classroom debates are provided in Teaching Aid 104, ***Guidelines for a Classroom Debate***.

Creative Ideas

BRAINSTORMING

When to use: When you want students quickly to generate as many ideas as possible about a topic; to get ideas "on the table" before discussing or analyzing them. Useful when you want to begin with students' ideas or understanding about a topic.

Skills reinforcement: Communication skills

Suggestions for effective brainstorming:
Create an environment where students feel free to let ideas flow freely. The brainstorming process is not the time for discussing or critiquing input.

Brainstorming variations:

- Have a student volunteer record ideas as they are generated by members of the class.
- Have students work in small groups to brainstorm ideas on a topic. Lead groups to take turns sharing ideas.
- Have individuals brainstorm ideas by writing them on small post-it notes. Then have students post the notes around the room. This works well when ideas later need to be categorized.
- Popcorn Planning: Have students think of themselves as part of a giant popcorn popper; have them jump up and share ideas as they come. Serve popcorn at the close of the lesson.

GAMES

When to use: Good when students need to learn or review facts and details. Provides a fun way to commit details to memory and practice recalling.

Skills reinforcement: Communication skills; interpersonal skills; games involving team competition promote leadership and teamwork skills

Suggestions for games:
Instructions for a Jeopardy game are provided in Teaching Aid 105, ***"Jeopardy" Game Instructions***. Ask students to suggest other game formats they would enjoy using, and let them develop the games and make up a clever title for each game. Writing clear instructions and verbally explaining them will be excellent practice of communications skills. The process of preparing questions or facts to be used in the game will require researching and reviewing content information, thus promoting learning.

Creative Ideas

INTERNET ACTIVITIES

When to use: In locating new, updated information; to enhance or replace information provided by references and textbooks, which may be outdated.

Skills reinforcement: Communication skills (written and electronic); research skills

The Internet provides hands-on opportunities for students to research information through a medium with which most of them are familiar. Following are miscellaneous suggestions related to creative use of the Internet in instruction:

- The convenience of Internet access will vary among school districts. Your students may have access to the Internet in various classrooms, in a computer lab or library, or in many of their homes. Assignments related to Internet research should be structured accordingly.
- Student skills in exploring the Internet will also vary (as will skills of teachers). You may want to invite a resource person to assist students with the first assignment involving Internet search, or plan an educational tour to a computer lab where students can conduct the assignment under supervision of someone with Internet expertise.
- Review common Internet terminology, such as terms defined on Teaching Aid 106, ***Internet Terminology***.
- Provide students with guidelines regarding Internet use and safety. Some accepted rules of conduct for Internet users are provided in Teaching Aid 107, ***Netiquette***.
- If the majority of students are not experienced in using the Internet, begin by assigning a specific Web site for them to visit for information related to a specific topic. Have students summarize key information learned from the Web site. If the site has hyperlinks, ask students to check them out to see what additional information the sites lead to.
- As students become more experienced, have them conduct Web searches, using available Web browsers or search engines. When students conduct Web searches, remind them to:
  - note what key words were used, most especially those that worked to locate information
  - take notes about the topic they are researching, and print out information as appropriate. (Have students be sure to note on any printouts the Web address of the source. This is important for bibliographic reference and to be able to return to the site later for clarification or further information.)
- It is also helpful to diagram the path of a Web search. Begin the diagram with the name and Web address of the browser used to search. Plot the name and Web address of each location along the path of the search. This will facilitate relocation of informative sites in the future.
- Use the expertise of students to teach other students, and even the teacher, Internet skills!

Creative Ideas

LET STUDENTS HELP!

When to use: To promote student involvement, provide an opportunity for skills development, capitalize on student skills and creativity, and save the teacher time! Also, since each teacher has a preferred learning style, involving students broadens the types of learning experiences to meet the needs of students with learning styles that differ from those of the teacher.

Skills development: Provides a multitude of opportunities for promoting various skills, including communication (verbal, nonverbal, written, and electronic); teamwork and leadership; interpersonal; management and problem-solving; organizational

The following are just a sampling of ideas for student involvement in planning and implementing instructional experiences. Be sure to work with students to prepare them to perform each task successfully. This may entail practicing or role playing situations in advance. And, of course, supervise students to ensure appropriateness and accuracy of information gathered.
Examples of tasks students can perform include the following:

- Make contacts to arrange for guest speakers or panelists.
- Help with classroom correspondence; for example, write thank-you notes to guest speakers, persons who helped with learning tours, and other supporters of class projects and activities.
- Write for information on topics or products. (Provide students with resource lists, or have them help conduct Web searches to locate sources of information on topics.)
- Audiotape or videotape interviews on location with resource persons.
- Videotape segments of movies or television shows illustrating relevant concepts.
- Provide CDs/songs that relate to the lesson (to be played in opening or closing a lesson, or to emphasize a specific point - good for global learners!).
- Perform Web searches.
- Clip newspaper articles relevant to lessons. (Create an "In the News" resource file for ongoing use.)
- Collect examples of items to reinforce classroom learning, such as food labels, appliance use and care manuals, clothing labels, credit card terms and solicitation letters, etc.
- Design bulletin boards.
- Help find cartoons, relevant or humorous quotes, anecdotes, and jokes relevant to topics.
- Develop games for use in learning or reviewing factual material.
- Write test or review questions on material covered.
- Develop project criteria and rubrics.

RESOURCES

Agencies and Organizations

American Association of Family and Consumer Sciences (AAFCS)
1555 King Street
Alexandria, VA 22314-2738
(800) 424-8080
www.aafcs.org

American Association for Employment in Education
3040 Riverside Drive
Columbus OH, 43221
(614) 485-1111
www.aaee.org

Association for Childhood Education International (ACEI)
17904 Georgia Avenue, Suite 215
Olney, MD 20832
(301) 570-2111
www.acei.org

Children's Defense Fund
25 E Street, NW
Washington, DC 20001
(202) 628-8787
www.childrensdefense.org

The Curriculum Center for Family and Consumer Sciences (formerly Home Economics Curriculum Center)
Texas Tech University
Box 41161
Lubbock, TX 79409-1161
(806) 742-3029
www.hs.ttu.edu/ccfcs

Family, Career, and Community Leaders of America, Inc. (formerly Future Homemakers of America, Inc.)
1910 Association Drive
Reston, VA 22091-1584
(800) 234-4425
www.fcclainc.org

Focus on Exceptional Children
Love Publishing
P.O. Box 22353
Denver, CO 80222
(303) 221-7333

Future Homemakers of America, Inc. (changed to Family, Career and Community Leaders of America, Inc.)
1910 Association Drive
Reston, VA 22091-1584
(800) 234-4425
www.fcclainc.org

Future Homemakers of America, Inc. (changed to Family, Career and Community Leaders of America, Inc.)
Texas State Association
8140 Burnet Road
Austin, TX 78766
(512) 459-3269

Home Economics Curriculum Center (changed to The Curriculum Center for Family and Consumer Sciences)
Texas Tech University
Box 41161
Lubbock, TX 79409-1161
(806) 742-3029
www.hs.ttu.edu/ccfcs

National Association for the Education of Young Children (NAEYC)
1509 16th Street NW
Washington, DC 20036
(800) 424-2460
www.naeyc.org

State Board for Educator Certification
www.sbec.state.tx.us

Texas Association of Future Educators
www.tassp.org/tafe/tafe.htm

Texas Association for the Education of Young Children
818 E. 53rd Street
Austin, TX 78751
(512) 471-2392

Texas Department of Human Services
701 W. 51st Street
Austin, TX 78751
www.dhs.state.tx.us

Texas Department of Protective and Regulatory Services
P.O. Box 149030
Austin, TX 78714-9030
www.tdprs.state.tx.us

Texas Education Agency
1701 N. Congress
Austin, TX 78701
(512) 463-9454
www.tea.state.tx.us

Books and Publications

American Association for Employment in Education, Inc., 2002. *Job Search Handbook for Educators.*

Bluestein, J., 1995. *Mentors, Masters, and Mrs. MacGregor: Stories of Teachers Making A Difference.* Deerfield Beach, FL: Health Communications, Inc.

The Curriculum Center for Family and Consumer Sciences, 2000. *Food Science and Technology Reference Book.*

The Curriculum Center for Family and Consumer Sciences, 1999. *Nutrition and Food Science Teacher's Instructional Guide.*

The Curriculum Center for Family and Consumer Sciences, 2002. *Reaching to Teach.* Custom edition compiled from the following books:
Becoming a Teacher, FlexChoice Version, F. Parkay and B. Stanford
A Handbook for Beginning Teachers, R. MacDonald and S. Healy
Your First Year of Teaching and Beyond, E. Kronowitz
The Developing Child, H. Bee
Becoming a Teacher, 5th Ed., F. Parkay and B. Stanford

The Curriculum Center for Family and Consumer Sciences, 2002. *Teacher Prep Texas Coordinator Guide.*

Family, Career and Community Leaders of America (FCCLA). 1999. *Power of One.*

Future Homemakers of America, Inc., 1998. *Career Connection.*

Future Homemakers of America, Inc., 1999. *Leaders at Work.*

Hershman, D. and McDonald, E., 2000. *Survival Kit for New Secondary Teachers.* Plano, TX: Inspiring Teachers Publishing Group.

Hershman, D. and McDonald, E., 2000. *Survival Kit for New Teachers: A User-Friendly Handbook.* Plano, TX: Inspiring Teachers Publishing Group.

Home Economics Curriculum Center, 1999. *Essentials for Home Economics Education: The Cornerstone.*
- Learning Styles and Learning Success–What Every Educator Should Know
- Managing Multiple Roles
- Teaching All Students in Home Economics Education: A Focus on Students with Special Needs

Home Economics Curriculum Center, 1999. *Ready, Set, Read!*

Home Economics Curriculum Center, 1997. *Skills for Life.*

Kimeldorf, M., 1994. *Creating Portfolios For Success in School, Work, and Life.* Minneapolis, MN: Free Spirit Publishing, Inc.

School District and Campus Handbooks

School District's Student Code of Conduct Manual

Wong, H. and Wong, R, 1998. *The First Days of School.* Mountain View, CA: Harry K. Wong Publ, Inc.

Videotapes

Videotapes available from The Curriculum Center for Family and Consumer Sciences include:

- *Adolescence: Cognitive & Moral Development*
- *Adolescence: Current Issues I*
- *Adolescence: Current Issues II*
- *Adolescence: Physical Growth & Development*
- *Adolescence: Social & Emotional Development*
- *Guidance and Discipline: The Teacher's View*
- *Guidance and Discipline: Learning Environment*
- *Managing Multiples Roles*
- *Middle Childhood: Cognitive & Language Development*
- *Middle Childhood: Physical Growth & Development*
- *Middle Childhood: Social & Emotional Development*
- *Positive Discipline = Positive Children*
- *Protecting Children from Abuse*
- *Safe and Sound*
- *Social Development of Children*
- *The Teacher's View*
- *Theories of Development*
- *Understanding Learning Disabilities*
- *Why Can't Michael Pay Attention? Understanding ADHD*

Note: Additional videotapes are available addressing prekindergarten and kindergarten learners. See The Curriculum Center's *2002-2003 Catalog* for descriptions.

Web Sites

American Library Association
www.ala.org

AOL@School
www.school.aol.com

The Association of Teachers' Websites
www.byteachers.org.uk

The Biology Corner
www.biologycorner.com

Children's Books
www.Childrensbooks.about.com

Community Learning Network
www.cln.org

Cool Science
www.fetc.doe.gov/coolscience

Discovery School.Com
www.school.discovery.com

Educator Preparation (sponsored by the Texas Higher Education Coordinating Board)
www.thecb.state.tx.us/Partnerships/teachprep.htm

Games Kids Play
www.gameskidsplay.net

Gheos.com
www.Gheos.com/atlas/

Google
www.google.com

High School Hub
www.highschoolhub.org

History Channel.com
www.historychannel.com

Kidsource
www.kidsource.com

Knowledge network Explorer
www.kn.pacbell.com

Let's Talk Science
www.letstalkscience.uwo.ca

Math Forum@Drexel
www.mathforum.org

Mathsnet
www.mathsnet.net

Middle School.Net
www.middleschool.net

National Committee to Prevent Child Abuse
www.childabuse.org

National Parent Information Network
www.npin.org

National Teacher Recruitment Clearinghouse
www.recruitingteachers.org/

Ohio State University Extension (Ohioline)
ohioline.osu.edu

Parents as Teachers National Center
www.patnc.org

Ready, Set, Read!
www.tea.state.tx.us/Cate/fcs/readyset.html

Reading A-Z.com
www.readinga-z.com

Riverdeep
www.riverdeep.net

Scholastic
www.scholastic.com

School Express.Com
www.freeworksheets.com

Sites for Teachers
www.sitesforteachers.com

Social Studies Center
socialstudies.tea.state.tx.us

Texas Agricultural Extension Service (Contact the Family and Consumer Sciences Agent in each county)
fcs.tamu.edu

Texas Teach
texasteach.tamu.edu

U.S. Department of Education
www.ed.gov

Yahooligans!
www.yahooligans.com

Subject Area Web Resources

NOTE TO THE TEACHER

Center staff have searched for sites that support acquisition of essential knowledge and skills related to providing effective learning opportunities for students in various subject areas. These are included as examples for the teacher. Specific instructions are provided for locating resource information within each Web site.

These Web sites were current at press time, but it is inevitable that some will move or be discontinued. It is possible to type the name of the subject area and resource information, such as *social studies resources for teachers* or *math resources for teachers,* into the search engine of your choice. Typing this information would produce other available current Web resources.

Referenced sites have been checked for appropriateness of content. However, content is subject to change. As always, teachers should use caution and oversight in assuring appropriateness of all Web sites accessible to students.

General Sites (provide resources in various subject areas)

www.tea.state.tx.us
Choose *For Teachers* and then *TEA Teacher's Tool Bag* for access to a rich variety of educational resources, curriculum resources, and lesson plans in various content areas.

www.byteachers.org.uk/
Choose *Members sites* and follow directions by age of student and subject area or choose *The Teachers' Virtual School* and choose from a variety of aids.

www.cln.org/
Click on *subject areas* and choose a subject area.

www.freeworksheets.com/
Choose subject area of interest; also creates awards/certificates.

www.highschoolhub.org/
Under *Subject Guides* choose a subject area.

www.school.aol.com
Under *For Students* click on *Subject Resources*
Under *For Educators* click on

1. *Lesson Plans* and then *Browse by Subject*
2. *Classroom Tools* several possibilities such as *Gradebooks, Flashcards,* or *Lesson Plan Builders*

www.kn.pacbell.com/
Click on *search* and select subject area.

www.middleschool.net/
Click on *curriculum resources* and select subject area.

www.riverdeep.net/
Choose the subject area listed at the top or explore other areas for teachers.

www.scholastic.com (for grades PreK - 8)
Click on *Teachers Go Now* then choose grade level and then subject area.

www.school.discovery.com/
Click on *for Teachers* and select subject area.

www.sitesforteachers.com/
Under *Sharp Links* find multiple links to Web sites and resources for teachers.

Language Arts and Reading

www.georgesuttle.com/
Click on *Presentations* and then the article, *"Reading and Language Arts Resources on the Web"*. For an annotated directory of reading and language arts sites on the Web, click on *complete, one-page version* OR after *Presentations* click on *Lesson Plans* or *Teaching Resources.*

www.readinga-z.com/
Books with accompanying lesson plans and worksheets

Math

www.mathforum.org/
Click on Math Resources by Subject and select grade level then math area
OR click on Teachers' Place and select by grade level or interest

www.mathsnet.net/ - choose a math specialization

Science

www.biologycorner.com
Click on *Lesson Plans* or *Internet Lessons.*

www.fetc.doe.gov/coolscience
Click on *Teacher's lounge* or other choices.

www.letstalkscience.uwo.ca/
Click on *Resources for Educators.*

Social Studies

www.historychannel.com
Click on the specific topic desired.

www.Gheos.com/atlas/
(an atlas source for exploring the world, plus world events)

socialstudies.tea.state.tx.us
Click on *educator resources.*

Student Handbook Topics

- ✓ Admission
- ✓ Alcohol, Drug Policy
- ✓ Asbestos
- ✓ Attendance
- ✓ Cafeteria
- ✓ Cheating, Plagiarism, Academic Dishonesty
- ✓ Code of Conduct
- ✓ Communicable Diseases
- ✓ Complaints by Students/ Parents
- ✓ Computer Resources
- ✓ Conferences
- ✓ Counseling Services
- ✓ Distribution of Materials
- ✓ Dress Code
- ✓ Drills
- ✓ Emergency Medical Treatment
- ✓ Fees, Materials, and Textbooks
- ✓ Governmental Authorities
- ✓ Harassment
- ✓ Immunizations
- ✓ Insurance
- ✓ Laser Pointers
- ✓ Library
- ✓ Lockers
- ✓ Medicine at School
- ✓ Parties and Social Events
- ✓ Pesticides
- ✓ Release of Students from School
- ✓ Report Cards
- ✓ Reteaching/Retesting
- ✓ School Buses or Other School Vehicles
- ✓ School Safety
- ✓ Sexual Harassment/Sexual Abuse
- ✓ Special Programs
- ✓ Student Records
- ✓ Testing
- ✓ Tobacco Use
- ✓ Truancy
- ✓ UIL, Extra-Curricular/ Co-Curricular 3 Activities
- ✓ Visitors to the Building
- ✓ Weather Information
- ✓ Withdrawal from School

TA 2

REASONS FOR DISCIPLINE

- Safety
- Limits
- Acceptance
- Self-Esteem
- Learning
- Responsibility
- Democratic Training

Styles of Discipline

Authoritarian/Autocratic

Teachers exert control and authority by establishing specific guidelines, rules, and standards that must be followed by the student.

Democratic

Teachers clearly define the limits of the student's behavior and allow the student to make decisions within those limits.

Permissive

Opposite of authoritarian, teachers exert little control or guidance over the students.

Classroom Rules

General Rules

Show respect for the classroom by keeping it clean.

Show respect to others.

Treat others as you want to be treated.

Always be on time.

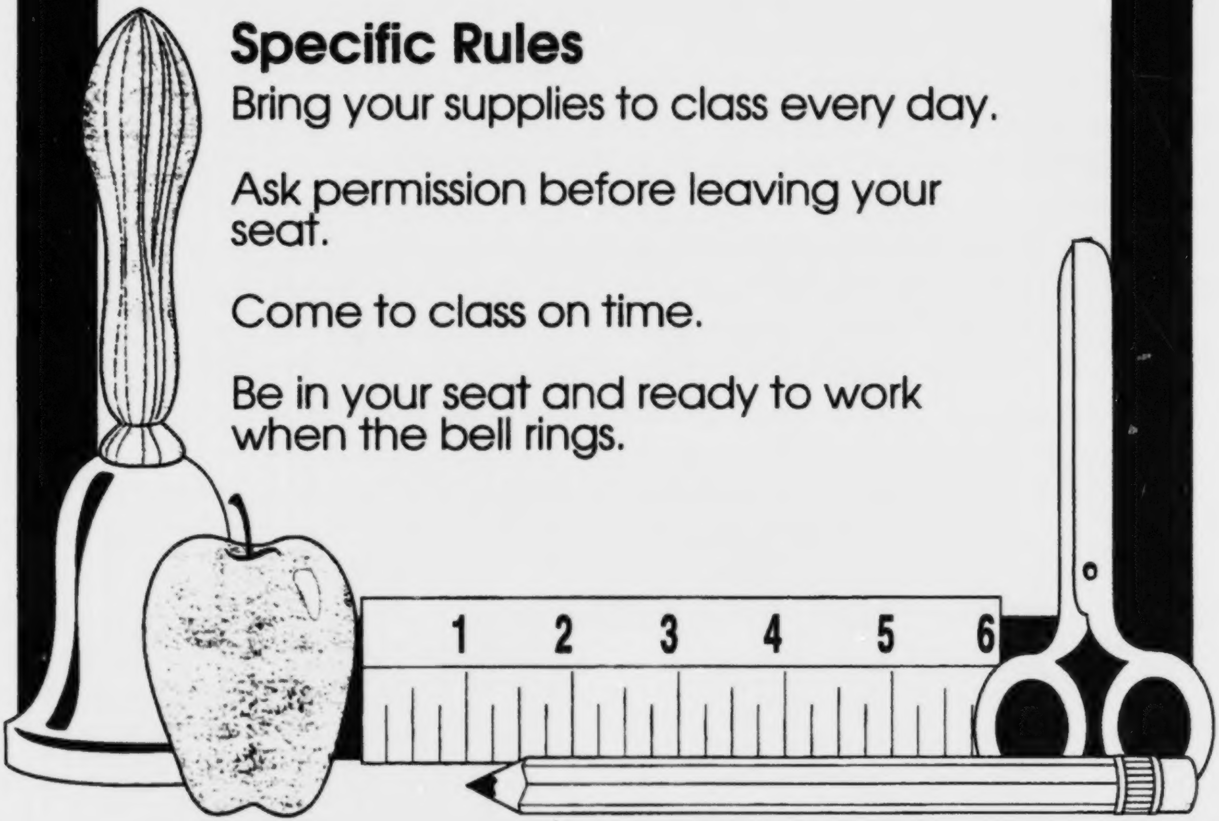
Specific Rules

Bring your supplies to class every day.

Ask permission before leaving your seat.

Come to class on time.

Be in your seat and ready to work when the bell rings.



Positive Conflict Resolution

- → Control your anger.
- → Use effective communication skills. Talk it over.
- → Listen.
- → Stick to the conflict at hand. Do not discuss past issues.
- → Attack the problem, not the person.
- → Negotiate a solution.
- → Compromise. Everyone gives in a little; all are satisfied with the outcome.
- → Accommodate the other person. Agree that you disagree on this issue and mend your relationship.
- → Choose the right time to discuss the conflict.
- → Make a plan to avoid future conflicts over similar issues, such as curfew.

School District Chain of Command

School Board

The school board is comprised of a group of elected citizens living within the school district. These individuals are usually elected for a three-year term and are not paid for their services. Most often a school board is composed of seven members, usually representing a single-member district rather than the entire school district. These members approve the hiring of teachers, administrators, and other school personnel. The school board directly interviews and hires the superintendent. The school board is responsible for coordinating the school organization and setting educational policies. This group also determines the system for evaluation of the district's programs and personnel.

Superintendent

The superintendent could be called the chief executive officer for the school district. The superintendent is hired directly by the school board, although a site-based committee composed of teachers, administrators, and taxpayers may also have input in the hiring process. The superintendent reports the progress and problems to the school board and serves as the liaison between the school board and the school system.

The superintendent is most often responsible for hiring the other administrators such as, but not limited to, the principals, business manager, athletic director, administrative secretaries, and technology director. The superintendent is responsible for managing the day-to-day operation of the school district.

Principals

Each level of a school district has a principal and sometimes an assistant principal, depending on the size of the school and the number of students. School levels usually include primary/elementary, middle school, and high school. The principal from each level may be responsible – depending on local district policy and procedures – for hiring the teachers for that campus.

Principals (or other administrators) conduct a performance review of each teacher on an annual basis. This performance review generally consists of at least one or more classroom visits and a formal report. The performance review is used to determine if a teacher's contract is to be extended. The performance review may or may not be tied to monetary rewards.

The principal also represents authority to the students and is ultimately responsible for discipline and safety within the school.

A major portion of the principal's time is consumed with the organizational workings of a school system. Also, a principal must offer professional expertise and moral support to the teachers.

School District Chain of Command, cont'd.

Other Professionals

In a chain of command there may be several school positions that are equal to or under the guidance of the principal. Examples include the athletic director, coaches, teachers, technology support personnel, librarian, school nurse, department coordinators/chairs, and teacher aides. Each one of these positions has a unique purpose in order for the school to function properly.

Teachers

Teachers have direct contact with students on a day-to-day basis and are the primary source for imparting knowledge to students. Teachers answer directly to the principal. Teachers are the school's representative communicators to the parent/guardian. The correct procedure for a parent in contacting the school for a problem or grievance is always to go directly to the student's teacher before proceeding further. Therefore, the teacher is essentially on the "front lines" for the school. If satisfaction is not attained by the parent, then the next step is to proceed to the principal or assistant principal, as outlined in the chain of command.

TA 7

Interviewing School Employees

Directions : For your interview, choose one school-related individual. Be sure to introduce yourself and tell what class you are representing in your interview. Ask the following questions. Record your answers on a separate sheet of paper. Remember to thank the person you interviewed for taking time to answer your questions.

Name of person interviewed: ____________________

1. What is your title?
2. With what type of school and grade levels are you associated (elementary, etc.)?
3. What educational background do you have in order to be in this position?
4. What are the duties associated with your job?
5. Describe a typical day in your life at school.
6. What are some positive aspects of your job?
7. What are some negative aspects that you must deal with in your job?
8. What advice or words of encouragement would you offer students who are considering pursuing a career in education, such as teaching?

Environmental Safety Hazards

Air Pollution

Asbestos

Biological Contaminates

Carbon Monoxide

Environmental Tobacco Smoke

Floods

Formaldehyde

Lead Poisoning

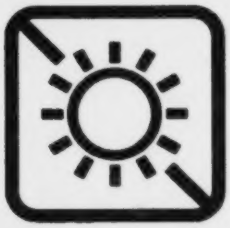
Ozone

Pesticides

Radiation

Radon

Sick Building Syndrome



Skin Cancer

Ultraviolet Rays

Others . . .

Student Safety Strategies

▲ Many schools have implemented safety strategies in hopes of assuring students and parents that the school is a safe place to learn. These strategies will hopefully aid in alleviating school violence. Following is a list of some strategies being used in schools.

Discipline

There is a direct connection between complying with the school's discipline plan and the safety of the student. If students obey the rules, then the school campus is considered to be safer. Along with the traditional negative consequences for poor behavior, many schools have adopted positive discipline incentives to prevent violence in the school and to promote a safe environment. Programs, such as "Character Counts" and "Getting Caught Being Good," seem to be positive steps in curbing violent behavior in students. Such programs choose to acknowledge and reward students who exhibit admirable behavior traits, rather than focusing on the negative.

Dress Code

Each school's dress code is established in an effort to provide a school environment that is conducive to learning. Clothing worn at school should not constitute a health or safety hazard nor interfere with the instructional process.

Staff Monitoring

A strong deterrent to school violence is having teachers and other staff monitor students' behavior. Many schools have resorted to hiring security guards. Monitoring student behavior on a daily basis before the violence occurs helps prevent school violence.

Conflict Resolution Programs

Conflict resolution programs seek to teach students new methods for channeling anger. The theory behind conflict resolution is if students can make the choice to use non-violent methods to resolve anger, then less anger will manifest itself in violent forms. Suggested methods for resolving anger peacefully include the following: hitting an inanimate object like a pillow or a stuffed animal, physical activity, meditation, self-talk, and talking to a close friend.

Counseling Programs

The degree of safety in a school is correlated to the counseling service provided for the students. A major factor in the quality of service provided is the number of counselors compared to the number of students. Also, the amount of clerical work the counselor is expected to perform is a key factor impacting the counselor's time. It is suggested that counselors be assigned no more than 125-150 students per school year in order to effectively meet the needs of the students. Often, potential violent behavior and situations that contribute to such behavior can be resolved by talking with the counselor.

Role Models

Providing students with positive role models encourages a safer school environment. Inviting positive high-profile leaders of different ethnic and cultural backgrounds to discuss crime and violence encourages student improvement. Teachers, administrators, and other school staff may also serve as positive role models.

Student Safety Strategies, cont'd.

Tutors and Mentors

Students who are actively engaged in learning tend to get in less trouble, leading to a safer environment. Emphasis on academic performance leaves little time for poor behavior. Many times students who are constantly in discipline-related trouble tend also to be in trouble academically. Positive self-esteem is directly connected to an academic understanding of subject matter. Many times the addition of a tutor or a mentor can sway a student toward acceptable behavior. Schools are furthering a safe environment by providing after-school groups or classes for the purpose of helping with homework and personal tutoring. Ready, Set, Read! is an FCCLA project that provides various opportunities for students to engage in tutoring activities related to literacy skills.

Extended School Hours

More and more schools are providing extra activities for students after the regular school day. Activities are provided by trained staff and may be related to athletics, the arts, or academics. Many other after-school activities are possible. Some schools provide after-school day care for students whose parents are unable to pick them up after school. Such activities make students feel like school is a welcome, safe place. The extended school hours also provide for personal or small group tutoring time, which will help to increase academic performance and promote a safer environment.

Gang Prevention

Prevention is the best method for avoiding the disruption that youth gangs cause. In most schools, gang-related apparel is forbidden at school. Gang-related education for both staff and students helps to educate the school about the dangers of gangs. Education also helps staff to know how to deal with gang-related activity. A gang-free environment promotes a safe environment.

TA 10

Accident Report Form

Name of student: ______________________________ Date: ____________

Description of accident or injury: ______________________________

____

____

____

Time of accident: ______________________________

Was anyone else involved? __________ If so, who? ______________________________

Medical attention received: ______________________________

Was a parent notified? ________ Which one? ____________ When? ______________

Was follow-up medical attention recommended? _________ If so, what? ______________

____

Was an ambulance called? ________ If so, where was the student transported? ______

____

Was a physician notified? __________ Which one? ______________________________

Comments:

____
Signature of classroom teacher

____
Signature of principal

Illness Report Form

Name of student: ______________________________ Date: ___________

Nurse/Teacher completing form: ______________________________________

1. Describe the signs of illness. Include times of observations.

   ____
   ____
   ____
   ____

2. Was the student removed from the classroom? ____________________
   If so, when? ____

3. List actions taken in response to the illness. Include times.

   ____
   ____
   ____
   ____

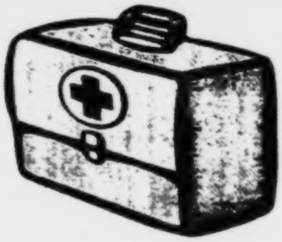
4. Was a parent contacted? _______ ____________________________
   If so, who and when? ____
   What time did the parent arrive? _______________________________

5. Follow up: Did the student see a physician? ____________________
   Was a contagious disease diagnosed? ___________________________
   Were medications prescribed? _________________________________

Examples of Emergency Situations

- **Weather-Related Emergencies**
  - Tornado Watches/Warnings
  - Severe Thunderstorms and Lightning
  - Earthquakes
  - Blizzards/Snow Storms/Ice Storms
  - Hurricanes

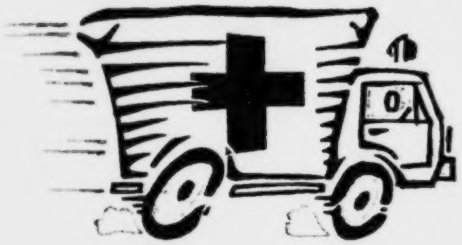
- **Bomb Threats**
- **Utility Emergencies**
  - Electric Power Failure
  - Water Main Break
  - Gas Line Break
- **Interruptions in Utility Services**
- **Nuclear Emergencies**
- **Biological Warfare**
- **Hostage Takeover**



- **Serious Injury/Illness**
- **Other . . .**

Safety–Related Emergencies

1. A person has a heart attack.
2. A person becomes unconscious from a fall down the stairs.
3. A person slips on an icy sidewalk and breaks an arm.
4. A person with epilepsy has a seizure while at school.
5. A student has a nosebleed.
6. A person faints.
7. A person is hit in the eye with a softball.
8. A person with wet feet reaches down to unplug an electric fan and receives an electric shock.

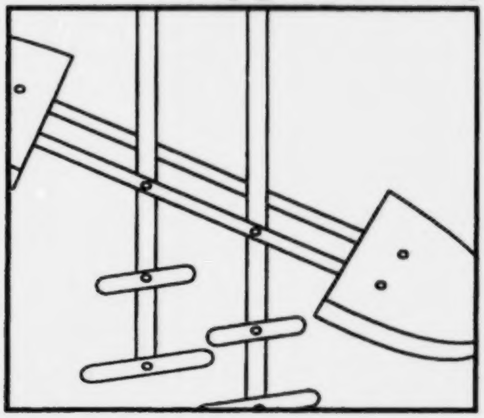


TA 14

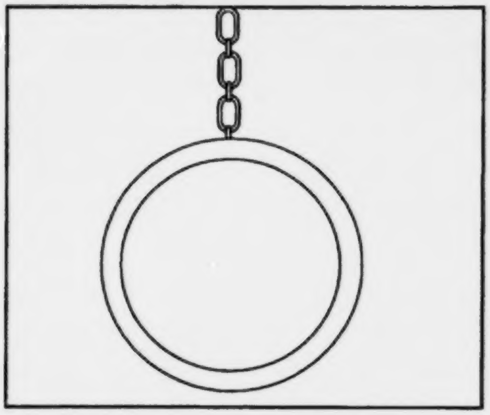
PRINCIPLES FOR MAINTAINING A SAFE ENVIRONMENT

- ✔ Recognize sources of danger.
- ✔ Remove items that are dangerous.
- ✔ Control the source of danger if not removable.
- ✔ Refrain from adding any new sources of danger.

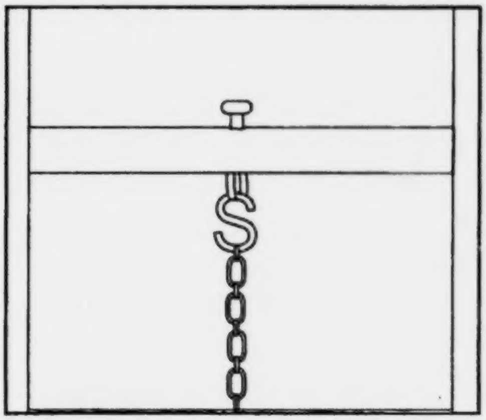
Playground Equipment Hazards



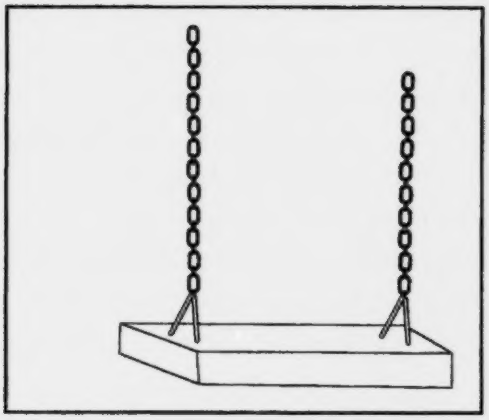
Moving parts — Moving parts, such as on gliders and seesaws, can pinch or crush fingers.



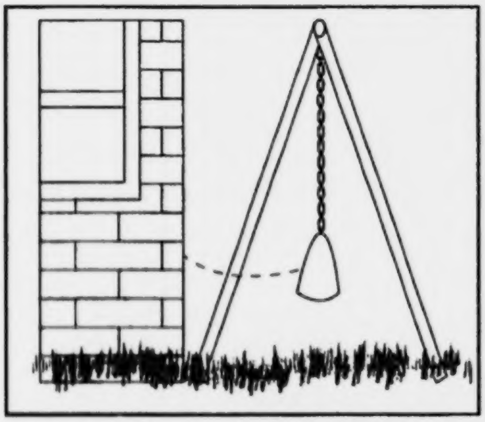
Rings — Swinging rings with a diameter between 5" and 10" can entrap a child's head. Remove rings and discard.



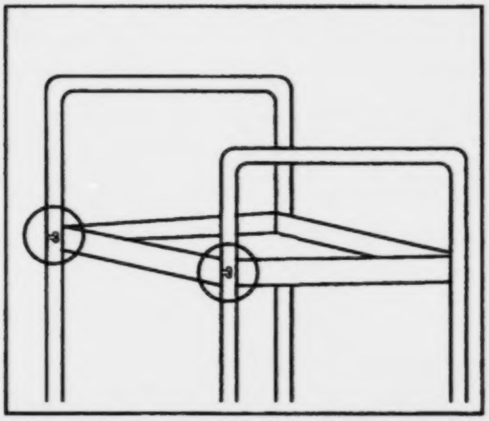
"S" Hooks — Open-ended hooks on swings can catch skin or clothing. Avoid using such hooks or pinch in the ends tightly with pliers.



Hard, Heavy Swing Seats — Hard, heavy swing seats can strike a dangerous blow. Use lightweight seats. Metal seats should have smooth, rolled edges.



Inadequate Spaces — Install swing sets at least 6' away from fences, walls, walkways, and other play areas, such as sandboxes.



Exposed Screws and Bolts — Tape over all exposed screws and bolts that are not covered with protective caps.

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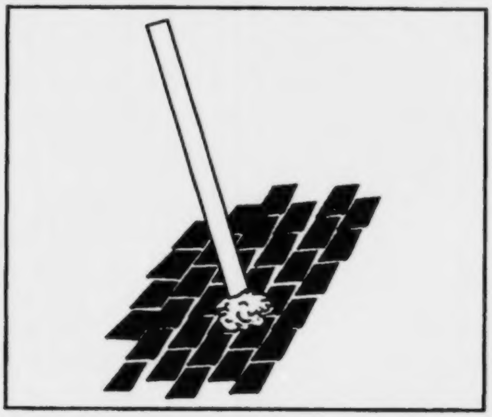
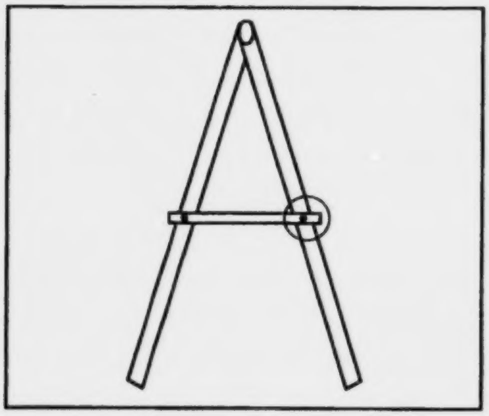
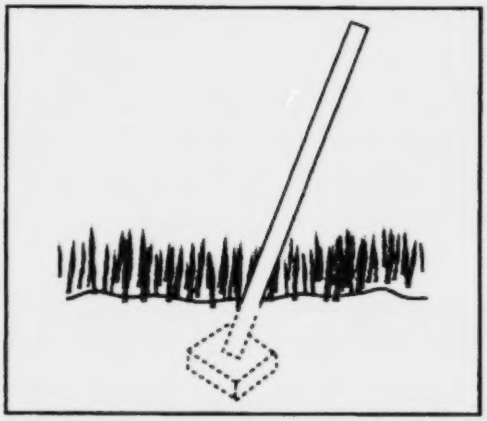
Playground Equipment Hazards, cont'd.



Hard Surfaces — Install equipment over soft loose fill materials, such as pea gravel, shredded bark, or wood chips. Avoid hard surfaces, such as concrete, bricks, or blacktop.



Sharp Edges — Cover sharp edges where parts fit together with heavy tape. Inspect regularly for weather damage.



Improper Anchoring — Place all anchoring devices below ground level to prevent tripping. Set legs in concrete for stability.

A Pattern for Daily Food Choices

Food Groups	Suggested Daily Servings	What Equals a Serving?
Vegetables • Dark green leafy • Deep yellow • Starchy • Other vegetables	**3 - 5** servings from entire group (include all types regularly; use dark green leafy vegetables and deep yellow vegetables several times a week.)	♦ 1/2 cup of cooked vegetables ♦ 1/2 cup of chopped raw vegetables ♦ 1 cup of leafy raw vegetables, such as lettuce or spinach ♦ 3/4 cups of vegetable juice
Fruits • Citrus, melon, berries • Other fruits	**2 - 4** servings from entire group	♦ a whole fruit, such as a medium apple, banana, or orange ♦ a grapefruit half ♦ a melon wedge ♦ 3/4 cup of juice ♦ 1/2 cup of berries ♦ 1/2 cup of cooked or canned fruit ♦ 1/4 cup of dried fruit
Breads, Cereals, Rice, and Pasta • Whole-grain • Enriched	**6 - 11** servings from entire group (include several servings of whole-grain products daily.)	♦ 1 slice of bread ♦ 1/2 hamburger bun, English muffin, or bagel ♦ a small roll, biscuit, or muffin ♦ 3 to 4 small or 2 large crackers ♦ 1/2 cup cooked cereal, rice, or pasta ♦ 1 ounce of ready-to-eat breakfast cereal ♦ 1 tortilla or pancake
Milk, Yogurt, and Cheese	**2** servings for adults **3** servings for children **4** servings for ages 11-24 (3 servings for women who are pregnant or breast-feeding; 4 servings for teens who are pregnant or breast-feeding)	♦ 1 cup of milk ♦ 8 ounces of yogurt ♦ 1 1/2 ounces of natural cheese ♦ 2 ounces of processed cheese
Meat, Poultry, Fish, Dry Beans and Peas, Eggs, Nuts, and Seeds	**2 - 3** servings from entire group (include dry beans and peas often.)	♦ 2-3 ounces equal one serving of cooked lean meat, poultry, or fish. Count 1 egg, 1/2 cup cooked dried beans, or 2 T. peanut butter as 1 ounce of meat.

Adopted from: "Nutrition and Your Health: Dietary Guidelines for Americans, "United States Departments of Agriculture and Health and U.S. Department of Human Services. Washington, DC, 1995.

TA 17

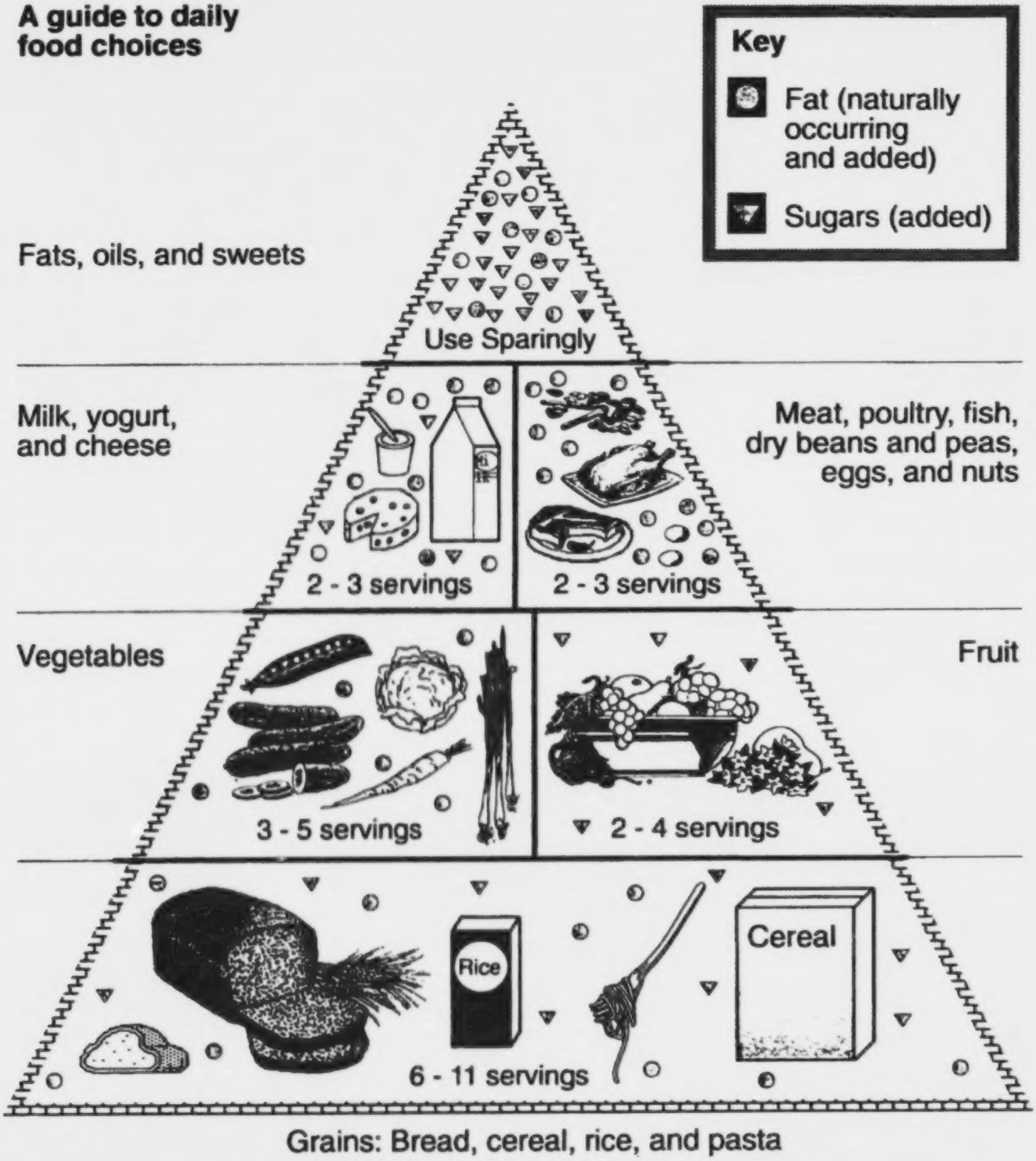
Nutrients and What They Do

Directions: Fill in the blanks by naming the nutrients that perform the stated functions. Use facts supplied by your teacher or found in current nutrition references.

FOOD GROUPS	NUTRIENTS	FUNCTIONS
Breads, Cereals, Rice, and Pasta	1. Complex carbohydrates	1. Provides energy
	2. Protein	2. Aids growth of new tissue and repair of body cells; promotes growth; provides energy
	3. Thiamin	3. Helps release energy; promotes healthy nervous system
	4. Iron	4. Prevents some types of anemia; helps cells use oxygen; helps form red blood cells
Fruits	5. Vitamin C	5. Helps hold body cells together; helps wounds heal; helps teeth and bones develop
	6. Vitamin A	6. Promotes good eyesight; helps keep skin healthy; promotes growth
	7. Iron	7. Prevents some types of anemia; helps cells use oxygen; helps form red blood cells
	8. Carbohydrates	8. Provides energy; helps body use protein and fat
Vegetables	9. Vitamin A	9. Promotes good eyesight; helps keep skin healthy; promotes growth
	10. Vitamin C	10. Helps hold body cells together; helps wounds heal; helps teeth and bones develop
	11. Thiamin	11. Helps release energy; promotes healthy nervous system
	12. Water	12. Helps in the formation of normal blood cells
	13. Calcium	13. Builds strong bones and teeth; helps to clot blood
	14. Potassium	14. Assists in muscle contraction; maintains fluid and electrolyte balance; aids nerve impulses
Meat, Poultry, Fish, Dry Beans and Peas, Eggs, Nuts, and Seeds	15. Protein	15. Aids growth of new tissue and repair of body cells; promotes growth; provides energy
	16. Iron	16. Prevents some types of anemia; helps cells use oxygen; helps form red blood cells
	17. Niacin	17. Helps produce energy; promotes healthy nervous system; makes cells work properly
	18. Fat	18. Provides energy and calories; carries fat-soluble vitamins
Milk Yogurt Cheese	19. Calcium	19. Builds strong bones and teeth; helps to clot blood
	20. Phosphorus	20. Helps calcium build strong bones and teeth; aids cells in producing energy
	21. Protein	21. Aids growth of new tissue and repair of body cells; promotes growth; provides energy
	22. Fat	22. Provides energy and calories; carries fat-soluble vitamins
Fats Sweets	23. Fat	23. Provide energy and calories; carries fat-soluble vitamins
	24. Carbohydrates	24. Provides energy only

Food Guide Pyramid

A guide to daily food choices


Key
● Fat (naturally occurring and added)
▼ Sugars (added)
Fats, oils, and sweets
Use Sparingly
Milk, yogurt, and cheese
2 - 3 servings
Meat, poultry, fish, dry beans and peas, eggs, and nuts
2 - 3 servings
Vegetables
3 - 5 servings
Fruit
2 - 4 servings
Rice
Cereal
6 - 11 servings
Grains: Bread, cereal, rice, and pasta

Adapted from: "The Food Guide Pyramid," Home and Garden Bulletin No. 252, United States Department of Agriculture Human Nutrition Information Service.

Characteristics of Good Health

▲ Good health is easily revealed in a person's behavior, actions, and appearance. The following factors will help you recognize the characteristics of a healthy person.

Factors	Characteristics
Posture	
Weight	
Skin	
Hair	
Eyes	
Teeth	
Behavior	
Attitude	
Other Factors	

Checklist for Good Health

- ✓ Balance the daily diet to include a variety of foods at each meal.
- ✓ Eat at regular intervals — do not skip breakfast or lunch.
- ✓ Drink six to eight glasses of water daily or the equivalent in beverages and soups.
- ✓ Maintain desirable weight for your age, sex, height, and body build.
- ✓ Exercise regularly.
- ✓ Allow time for relaxation and entertainment.
- ✓ Sleep seven to eight hours each night.
- ✓ Brush and floss teeth daily.
- ✓ Maintain good personal hygiene.
- ✓ Get regular medical and dental checkups.
- ✓ Avoid use of tobacco and consumption of alcohol.
- ✓ Follow safety guidelines at home, school, work, and in the car.
- ✓ Maintain a positive attitude.
- ✓ Stay informed about health and about disease prevention.

TA 21

Hygiene Profile

Directions: Provide at least one desirable characteristic or habit for each hygiene factor below.

Body Cleanliness
Skin Care
Hair Care
Hands and Nails
Teeth
Feet
Breath
Clothing
Overall Appearance

WHAT CAUSES STRESS?

The demand or event that causes stress is called the stressor. Stressors trigger the stress response. They are the conditions, demands, changes, events, and threats that can cause stress.

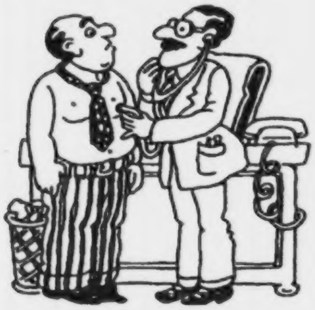
Major Causes of Stress

- conflicts among job, family, school, and personal roles
- change in family structure due to death, divorce, separation, birth, remarriage
- crises, such as death of family member or friend, major illness or injury, or loss of job
- many changes occurring at once
- demands made by others
- high expectations
- peer pressure
- major projects at school or work

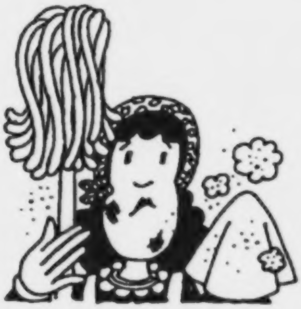
Examples of Stressors

- starting a new job
- beginning or ending of school term
- an accident
- divorce
- deadline at school or work
- death of friend or family member
- receiving a low grade on an assignment
- moving to a new home
- financial difficulties
- legal difficulties
- loss of job
- pregnancy
- personal injury or illness
- conflict with family or friends
- leaving home/going off to college

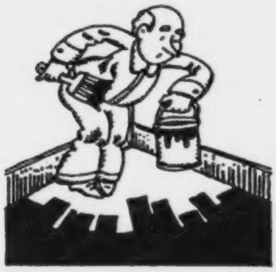
Signs of Stress



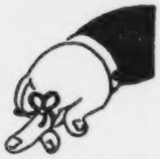
Increased Heart Rate



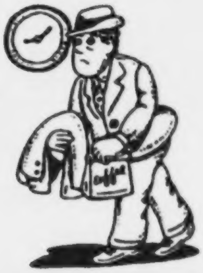
Fatigue



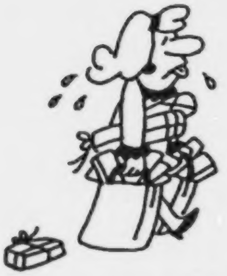
Inability to Think Clearly



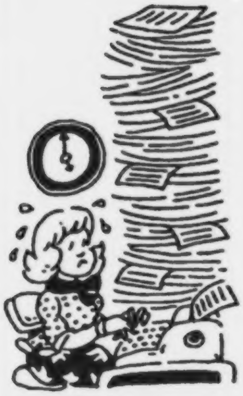
Becoming Forgetful



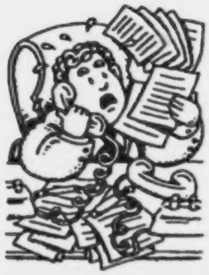
Inability to Sleep or Insomnia



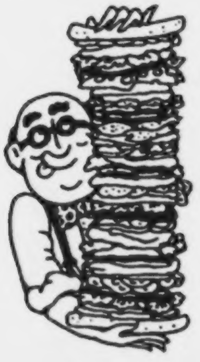
Overspending or Going on Shopping Sprees



Fear of Failure



Inability to Focus on One Thing at a Time



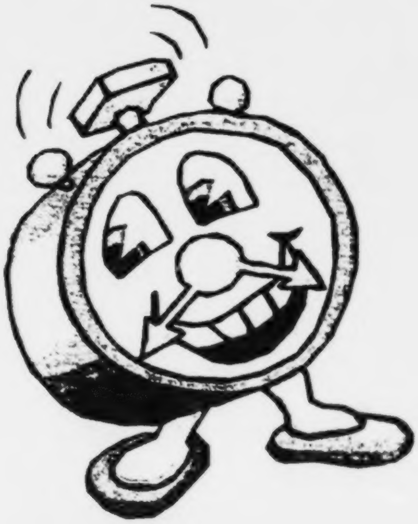
Overeating

Stressful Situations

- A high school student has been "dropped" by his/her girlfriend/boyfriend of two years.
- A high school athlete must do well on semester tests in order to be eligible to continue in the activity.
- A student's parents have suddenly announced they are getting a divorce.
- A senior student's parent receives a job transfer, and the family must move to another state.
- A student is taking difficult courses and feels overloaded.
- A student is being pressured by peers to experiment with drugs.
- A student whose parent has just been diagnosed with a terminal illness.

Effective Stress Management Techniques

▲ The goal in stress management is to reduce or eliminate stress. Stress management techniques help individuals learn to deal with difficult situations. Some techniques for stress management include the following:



- Learn to manage time wisely in order to be productive.
- Find the most efficient way of doing things.
- Avoid overload or doing too much at one time.
- Delegate work to others when possible.
- Prioritize tasks and deal with them one at a time.
- Reward oneself for completing or reaching a goal.
- Take breaks and do something different for five minutes. Getting away from a problem for a short while allows a person to return feeling more refreshed.
- Learn to relax by breathing deeply. Allow ten seconds to inhale and ten seconds to exhale.
- Exercise for thirty minutes a day, three times a week. Exercise helps the mind and body feel more relaxed and enables a person to deal with a situation in a calmer and more sensible manner.
- Express feelings of concern to a friend, family member, co-worker, or counselor. Talking to others may help a person perceive a problem differently or find a solution.
- Think positively and realistically to avoid worrying about things that cannot be changed.
- Make time for fun. All work and no fun creates additional stress.
- Avoid self-medication or prescribing medication for oneself without either a prescription or the advice of a physician for using that particular drug. Self-medication may temporarily relieve the symptoms of stress but will not remove the stress; in fact, it will succeed only in making problems worse than they are already.
- Recognize personal limits to avoid overextending oneself.
- Sleep seven to eight hours per day. Being rested enables one to handle stressful situations more calmly.
- Maintain a nutritious diet. Healthy people are able to cope with stress better than those who are not.

TA 26

Principles of Growth and Development

Directions: In the space provided in each box, briefly summarize each of the five principles of growth and development. The last box asks why it is important to understand these principles.

1. Growth and development are gradual and continuous.

2. Growth and development are constant.

3. Growth and development occur at different rates.

4. Growth and development occur in sequence.

5. Growth and development have interrelated parts.

6. Why is it important to understand the predictable patterns of growth and development?

Physical Development: True/False

Directions: Read the following statements about the physical development of school-age children. If the statement is true, circle the letter T to the left of the statement. If the statement is false, circle the letter F. In the space provided, rewrite each false statement to make it true.

T F 1. Physical changes in the body happen in a particular sequence and are predictable.

____

T F 2. Cephalocaudal growth dictates that body control be gained from the center of the body outward.

____

T F 3. The upper part of the child's body matures earlier than the lower part.

____

T F 4. Children gain control of their small or fine muscles before gaining control of large muscles.

____

T F 5. Motor skill development involves gaining control over the movement of various parts of the body.

____

T F 6. Gross muscle control involves use of the whole body in activities, such as eating with a spoon, writing, and running.

____

T F 7. Fine muscle control allows a child to participate in such activities, such as throwing a ball or putting a puzzle together.

____

T F 8. Young children need opportunities for vigorous, energetic play.

____

T F 9. Activities should be planned for young children that best promote the development of muscles and their conditions.

____

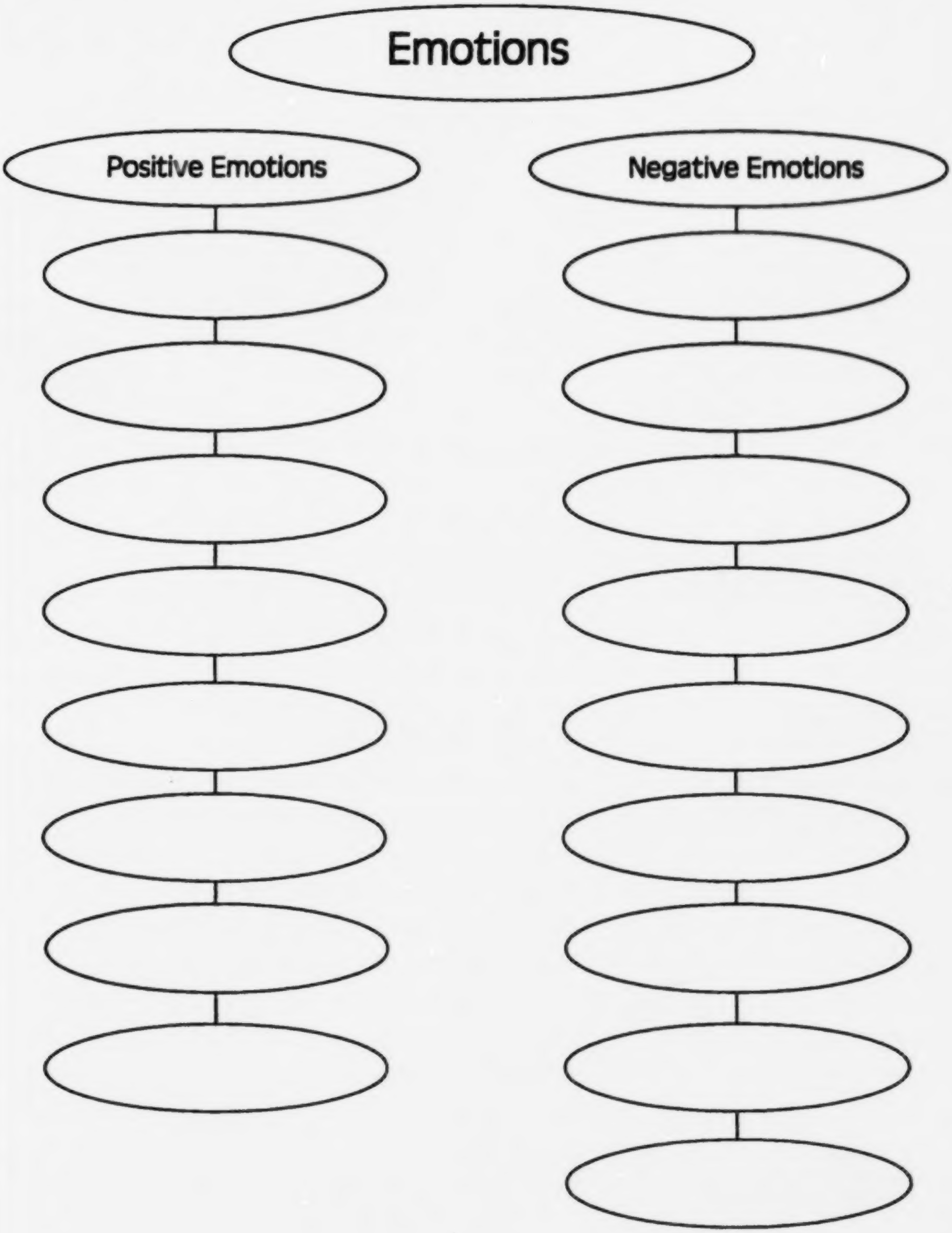
T F 10. In order for a child to develop optimally, other factors must be monitored, such as proper nutrition and adequate rest.

____

TA 28

Identify and Categorize Emotions

Directions: To review emotional development of school-age children, complete the following Web diagram. List each emotion under either the positive or negative column.


Emotions
Positive Emotions
Negative Emotions

TA 29a

Categories of Development: True/False

Directions: Read the following statements about the areas of development of school-age children. If the statement is true, circle the letter T to the left of the statement. If the statement is false, circle the letter F. In the space provided, rewrite each false statement to make it true.

T F 1. Physical growth is quite evident in children ages six through twelve.

____

T F 2. In the beginning of the school-age period, boys and girls develop physically at different rates.

____

T F 3. Children between the ages of six and eight are typically more developed in fine motor coordination than gross motor skills.

____

T F 4. At age twelve, girls begin a major growth spurt and boys being to pick up at about twelve or thirteen.

____

T F 5. Girls are generally more physically mature than boys the same age.

____

T F 6. During the later stages of middle childhood, body changes occur that indicate the body is approaching puberty.

____

T F 7. Children of this age generally only need about eight hours of sleep.

____

T F 8. Children toward the end of middle childhood become almost as coordinated as adults.

____

T F 9. School-age children show less social awareness during this stage.

____

T F 10. Children of this age develop a sense of self and find it important to gain social acceptance and experience achievement.

____

Categories of Development: True/False, cont'd.

T F 11. Children form many preferences and habits during the school-age years.

____

T F 12. It is important for children to feel a sense of community and to feel connected and accepted.

____

T F 13. Children's thinking depends more on logic and less on perception.

____

T F 14. Piaget called the third stage of mental abilities as the abstract operational stage.

____

T F 15. It is important for school-age children to learn leisure activities.

____

TA 30a

Growth and Development: Multiple Choice

Directions: Complete the following activity to review characteristics of school-age children. In the blank to the left of each number, place the letter of the response which best completes the statement.

____ 1. School-age children range from
- A. three to ten years of age.
- B. five to fifteen years of age.
- C. six to twelve years of age.
- D. eight to twelve years of age.

____ 2. The school-age years are often referred to as
- A. early adolescence.
- B. middle childhood.
- C. primary stage.
- D. late adolescence.

____ 3. School-age children need to feel a sense of security and belonging because they
- A. are still young.
- B. are creative.
- C. are not as mature as before.
- D. rarely interact with others.

____ 4. School-age children
- A. grow very slowly.
- B. grow in uneven spurts.
- C. grow evenly and gradually.
- D. need the structure of rules.

____ 5. School-age children
- A. prefer mostly individual work.
- B. do not like jokes and rhymes.
- C. should avoid physical activity.
- D. need the structure of rules.

____ 6. School-age children need
- A. friends.
- B. punishment.
- C. to avoid too much reading or written work.
- D. to be dependent on adults.

____ 7. When children start school, this problem may be noticed for the first time.
- A. a hearing problem.
- B. a behavior problem.
- C. a vision problem.
- D. all of the above.

Growth and Development: Multiple Choice, cont'd.

____ 8. Signs that a child has destructive behavior include
- A. headaches and hearing problems.
- B. lying, cheating, and fighting.
- C. complaining and being surprised by loud noise.
- D. all of the above.

____ 9. Children who like make-believe and pretend play are usually
- A. six years old.
- B. eight years old.
- C. ten years old.
- D. twelve years old.

____ 10. Children who are generally happy and well organized are
- A. seven years old.
- B. eight years old.
- C. nine years old.
- D. ten years old.

TA 31

General Traits of School-Age Children

Six-Year Olds

- Take pride in beginning "real" school
- Are growing slowly and steadily
- Beginning to lose baby teeth
- Like to run, jump, skip, hop, and climb
- Prefer friends of the same sex
- Change playmates often
- Like make-believe and pretend play
- Like jokes and rhymes
- May experiment with "name-calling" and "bad" words
- Are quick to complain when others "cheat"

Seven-Year Olds

- Are generally quieter than at age six
- Like to run errands and help others
- Are interested in differences between the sexes and where babies come from
- Are still growing slowly and steadily
- Play in larger groups of children than at age six
- Like to play in secret hideaways out of sight of adults
- Think and talk about feelings
- Are concerned about right and wrong and good and bad

Eight-Year Olds

- Like real conversations with adults
- Will test limits of adults
- Are fearful of failing
- Like games, such as jacks, that use small muscles or games that involve hitting a target
- Like active sports, such as riding a bike and roller skating
- Want real information about the world
- Reflect their feelings that friends are very important

Nine-Year Olds

- Increase their feelings that friends are very important
- Like clubs
- Budget time and work on long projects
- Like crafts, sewing, knitting, working with tools
- Like collections
- Like organized games with clear rules
- Like to read books and look at magazines
- Have fears or worries

Ten-Year Olds

- Are happy and well-organized
- Value privacy
- Like to join clubs and form groups
- Need a "best friend"
- Want to be good in sports; teams are important
- Can plan ahead for field trips and projects
- Can see other points of view

Eleven-Year Olds

- Feel that belonging to a group is very important
- May be concerned about family, economic or racial differences
- May have temper outbursts as a result of emotional and body changes
- Can be outspoken or rude at times
- Girls begin to mature sexually (on the average, menstruation begins at 11-12 years of age)
- Girls may begin to fall behind in boys in physical strength and endurance

Twelve-Year Olds

- Are beginning a growth spurt
- Physical and sexual changes are beginning for boys
- May begin to show interest in the opposite sex
- Have conflicts of feeling too old for some things and too young for others
- Begin thinking more like adults
- Want more independence; want to choose friends, clothes, TV shows

Strategies that Optimize Growth and Development

Directions : From the traits that were assigned by your teacher, develop strategies that would optimize the growth and development of that trait. List the age, the trait, and the suggested strategies below. You may use examples as guidelines.

Example:

Age	Trait	Strategies
6	likes jokes and rhymes	• read book of jokes and rhymes • memorize and recite jokes and rhymes • practice writing jokes and rhymes
12	wants to choose friends, clothes, TV shows	• explore personality types • comparison shop for an outfit • watch a TV show and evaluate the content

Basic Needs of All Students

Need for Belonging – If a student is absent for a day or two, do call his or her home. Do not ignore a student's absence. When you criticize, criticize the work and not the personality.

Need for Achievement – Reward a student with a feeling of satisfaction in personal accomplishments. Do not reward achievement with material things. Help the student to learn how to accept disappointment. Do not stress the value of winning in every situation.

Need for Freedom from Fear – If a student shows embarrassment and it is creating a negative effect, take some of the blame yourself. Do not threaten a student with failure in order to force compliance.

Need for Love and Affection – Show the student you like her or him. Be hurt if the student is hurt and sympathize with him or her. Do not reject any student. Do not brush off a student's hurt or try to minimize it if the student needs sympathy.

Need for Freedom from Guilt – Let the student know that in our society, so many new rules are made that it is hard for students to know about them. Help the student to minimize unpleasant past behavior and enable the student to make a better choice in the future. Do not give the student the idea that anybody is perfect.

Need for Sharing – Make something of the student's contribution no matter how small. Get across to the student the idea that one may share by following. Do not ridicule or minimize a student's contribution.

Need for Understanding and Knowledge – Provide an atmosphere in which students may raise questions which bother them. Do not give students the idea that there are some questions which must not be raised in class. Take seriously questions which are called "naive." Do not tell a student that he or she is too young or too stupid to understand a controversial problem.

Need for Economic Security – Be considerate in pressing requests for contributions. Never announce the names of students who did or did not contribute to a fund.

Guidance Information Sheet

- A child is influenced by many things in the environment. These influences determine a child's behavior, attitudes, and level of development.
- The guidance a child receives needs to be appropriate depending on the child's age and abilities as well as the specific situation in which the guidance is used.
- Guidance includes all of an adult's actions and words that are used to influence a child's behavior. Adults provide guidance for children in many different ways.
- It is important for adults to learn about guidance methods so they can make wise decisions about the best types of guidance for children. Guidance methods include both indirect and direct guidance.
- Indirect guidance provides a child with guidance without using direct communication. Indirect guidance includes arranging space, setting examples, making plans, and setting time schedules.
- Direct guidance is used to influence behavior through direct interaction with the child. Three types of direct guidance are physical guidance, verbal guidance, and affective guidance.
- The guidance techniques parents and other adults use generally can be classified into one of three main styles of parenting. These three parenting styles are permissive, authoritarian, and democratic.
- Role models are people after whom others pattern behavior. Role models can include relatives, friends, or celebrities, such as athletes and movie stars.
- Through guidance methods, adults can have a great impact on a child's self-concept. Self-concept is the way people see themselves including their identity, attitudes, abilities, and value.

Direct and Indirect Methods of Guidance

➢ Direct Methods of Guidance

- Speak to the child at eye level and use simple, positive directions. Use "do's" instead of "don'ts."
- Prevent the child from hurting self and others.
- Assist the child in dealing with conflicts with others.
- Give the child a choice whenever possible.
- Demonstrate or model the desired behavior.
- Touch, guide, or lead the child by the hand for further direction.
- Encourage the child with positive feedback.

➢ Indirect Methods of Guidance

- Provide an environment with appropriate activities to promote acceptable behavior.
- Encourage independence by providing accessible activities and equipment.
- Arrange space for cues regarding appropriate behavior.
- Provide a regular routine; schedule activities according to the child's needs.
- Provide appropriate adult supervision.

Guidance Techniques for Use with School-age Children

The Teacher . . .

- expresses clear expectations to students in terms of classroom behavior.
- shows consistency in enforcing the rules.
- tries to prevent problem behaviors from occurring.
- monitors students' activities at all times.
- helps students to identify and verbalize their feelings.
- help students to understand how others feel.
- encourages students to negotiate, compromise, and solve problems on their own.
- redirects students to appropriate behaviors when needed.
- uses a firm voice when correcting behavior.

Guidance Observation

▲ The primary objective of guidance is to help students learn to control their own behavior and practice positive behavior.

1. Describe the grade level and classroom in which you are observing the learner.

2. Describe how the field-site teacher encourages appropriate behavior.

3. Describe how the field-site teacher redirects inappropriate behavior to develop positive behavior.

4. List examples of ways that the field-site teacher sets positive behavior patterns (e.g., tone of voice, language, physical gestures).

5. Why is it important for teachers to be consistent in guiding students?

Types of Child Abuse

Abandonment

Educational Neglect

Emotional Abuse

Emotional Neglect

Medical Neglect

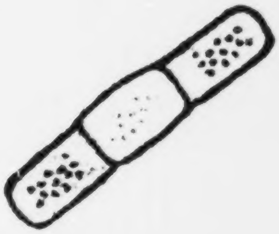
Physical Neglect

Sexual Abuse

Verbal Abuse

TA 39

Signs of Child Abuse



Fr**A**ctures
Burns
Inj**U**ries
Brui**S**es
Lac**E**rations

Aba**N**donment
Un**E**qual Treatment
Harsh Lan**G**uage
Withdrawa**L**
Exposure
Lack of **C**oncern
Dir**T**y Clothing

Effects of Child Abuse Include . . .

Developmental Delays

Learning Disabilities

Inability to Trust Others

Low Self-Esteem

Personality Disorders

Aggressive or Hostile Behavior

Depression

Substance Abuse

Wounds and Injuries

Medical Disorders

Death

PARENTS WHO ABUSE THEIR CHILDREN

◆ The following characteristics may apply to abusive parents:

- unrealistic expectations of child's abilities
- low self-esteem
- marital problems
- abused themselves
- very sensitive to rejection
- emotionally deprived during childhood
- low frustration level
- money problems
- lack understanding of child development
- think child should fulfill their needs
- isolated from others, have no one to help in stressful times
- strong belief in physical discipline as a necessity
- immature and insecure
- abuse alcohol and other drugs

What Should I Know About Reporting Child Abuse?

1. **What is the first step?**

The first step in reporting child abuse is making the decision to report the situation. This important first step may protect a child from danger. "Reasonable suspicion" is the only evidence needed to report child abuse. Professionals who work with children are required by law to report suspected neglect or abuse. Failure to report any suspicion may result in the death of a child that might have been prevented.

2. **What happens next after I decide to report the abuse/neglect?**

Contact the local child protective agency, which may be called one of the following: Social Services; Human Rehabilitative Services, Human Welfare, or Children and Family Services. A representative from these agencies will contact the person reporting the abuse/neglect and will obtain information about the situation. Anonymous reports are possible, but inhibit the agency from obtaining further information. Due to budget cuts in personnel, a report may have to be made more than one time.

3. **What happens to the child and the family?**

Public Law 96-272 mandates that the child welfare worker will make all "reasonable efforts" to reunite the family whenever possible. However, if the situation is such that this is not possible, the child is placed in temporary foster care or other safe place. Sometimes criminal abuse charges are filed.

4. **Will I be able to find out what happens to the child?**

The person that reported the abuse/neglect has the right to request to know the status of the child. However, due to privacy issues, often the information is not shared.

5. **What happens if I report and the case is unsubstantiated?**

If the report was made "in good faith" and not maliciously, then laws protect the reporter of suspected abuse/neglect from legal liability.

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Strategies that Optimize Adolescent Development

Directions: Using the examples below as a guideline, come up with an adolescent skill or function under each of the four areas of growth and development. Next, list several strategies that would improve the listed skill.

	Skill	Strategy
1. Physical	improved physical condition	1. Exercise 2. Eat healthy food
2. Emotional	control my temper	1. Practice self-talks 2. Re-route my anger 3. Count to ten
3. Social	not to be so shy	1. Speak to the whole class at least once each period
4. Intellectual	improve my writing	1. Practice writing short papers 2. Meet with the teacher to go over my writing mistakes

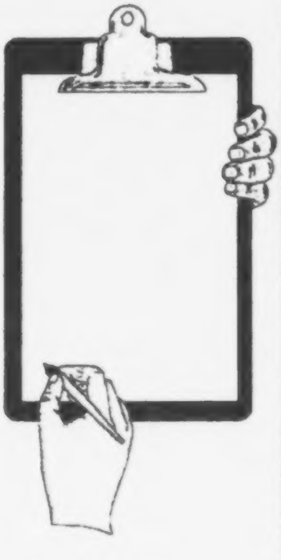
Four Instructional Domains

1. Planning and preparation

2. Structuring classroom environment

3. Instruction

4. Professional responsibilities



Characteristics of an Effective Teacher

- ✓ Organized
- ✓ Patient
- ✓ Provides interesting, challenging work for students
- ✓ Shows empathy
- ✓ Cares about students
- ✓ Motivates
- ✓ Encourages
- ✓ Praises
- ✓ Well-educated
- ✓ Understands the subject
- ✓ Warm
- ✓ Loving
- ✓ Fair
- ✓ Sensitive to student's needs
- ✓ Genuine interest in students and their work
- ✓ Good listener
- ✓ Prepared
- ✓ Positive
- ✓ Enthusiastic
- ✓ Energetic
- ✓ Communicates clearly
- ✓ Smiles
- ✓ Democratic
- ✓ Understanding
- ✓ Stimulating
- ✓ Alert
- ✓ Steady
- ✓ Responsible
- ✓ Confident
- ✓ Consistent
- ✓ Takes risks
- ✓ Technological
- ✓ Researcher
- ✓ High standards
- ✓ Moral
- ✓ Inspiring
- ✓ Flexible
- ✓ Imaginative

Differences Within the Classroom

Class size

Social class

Race

Gender

Culture

Language

Intellectual ability

Subject(s) taught

Learning styles of students

Low achievers/high achievers

Mixed ability level in all areas

Time structure of class

Guidelines for Successful Teaching

1. Make learning fun.

2. Enjoy the job of teaching or change your situation so that you will.

3. Speak out positively about the profession. Be honest about the concerns and praise the success.

4. Look for the rewards in teaching on a daily basis. Give yourself a pat on the back for even the smallest of victories.

5. Care about the students. Appreciate their company. Advocate for their well-being.

6. Stay clear of the watering holes frequented by the "old buffaloes" and the "naysayers."

7. Don't be afraid to fail. Be willing to constantly try new things and learn from mistakes.

8. Have a life outside of teaching. Play as hard as you work. Gather family and friends around you for support.

9. Find a mentor and confidant who is trustworthy.

10. Persevere and don't give up. In education, there are always second chances.

Kidwatching

◆ An important characteristic of effective teachers is *kidwatching*, a term coined by Yetta Goodman (1978). Kidwatching involves studying or watching students carefully and then using that information to create a better classroom. Kidwatching is planning with students rather than for discussion, small group interaction, and one-on-one discussion of students. Teachers who practice kidwatching take what is known about a student and what interests a student and use that information to structure learning. Teachers kidwatch by watching, listening, and tape recording students during classroom activities. Kidwatching can also be accomplished by having the teacher encourage students through writing in their journals, notebooks, or logs. The teacher records classroom discussions, small group interaction, and one-on-one discussions of students.

Teachers note differences in students, student likes and dislikes, attitudes and preferences of students. These documents tell the teacher about the student from a learner's perspective. For instance, if a class is studying the ocean and many students seem to be interested in sharks, the teacher encourages that group to explore sharks. Another group of students in the same classroom studying the ocean may show a keen interest in the coral reef and the teacher allows this group to delve further into this topic. Kidwatching often turns a classroom into several small groups researching on similar but different topics.

When the students realize the teacher is thinking about what they are thinking and how they are learning, then students make a conscious effort to become learners. Kidwatching teachers come to know and care deeply about their students. In such an atmosphere, students begin to wonder out loud and question more in the typical classroom setting. Students feel valued for their opinion and trust that what they say will not be ridiculed.

Factors to Consider When Planning a Field Trip or Special School Activity

→ Selection

When choosing a location for a field trip or special event, it is important to carefully research what is being offered and the possibilities of what can be learned. Put in writing a clear educational objective for the field trip. By writing it down, the goals and learning objectivities will become more in focus.

→ Pre-preparation

Depending on the school district's policy, submit a field trip or special event request plan to the principal. If needed, submit a transportation request. Usually, a generic parent permission form is mailed at the beginning of the school year that will cover all field trips, but the teacher needs to make sure this is the case and send necessary forms if needed.

Determine the number of extra adults needed as sponsors for the field trip or special event. The number of adults depends on the class size, the location and technicality of the field trip, and the number of children with special needs who require closer attention and supervision. In recruiting sponsors for the field trip, use the parent newsletter or make personal phone calls. Obtain phone numbers of volunteers in case another contact needs to be made prior to the field trip. Be sure to notify the cafeteria, other teachers, and administrators in the building of the date and time of the field trip or special event.

If booking a field trip or special event on the phone, a teacher should have ready:

- teacher's name, school name, address, telephone number
- number and age of students
- dates and times preferred

It is a good idea to visit the field trip or special event destination in advance in order to adequately prepare the students for the experience.

→ The event itself

Preparation is the key to a successful field trip or special event. The most effective field trips or special events have focused objectives, and students are given a set of questions to answer in written form or to mentally consider during the field trip. Student learning increases and they stay focused during a field trip or special event if they have a specific task to accomplish.

Place students in small groups for the most effective comprehension and understanding. Students who are familiar with the subject of the field trip or special event prior to participation in the actual field trip tend to have higher learning performances than those who are not familiarized. The more a student studies about the subject matter of the field trip or special event beforehand, the more interesting the field trip or special event and the more academically beneficial.

→ Follow-up

Have students write thank-you notes to the organization or individuals that provided the field trip or special event. The field trip or special event will hopefully generate further inquiry into the subject matter. Have students prepare their questions and research information on the particular question. For deeper understanding, lead students to share questions and answers with the rest of the class.

→ Evaluation

Evaluation or assessment of the knowledge learned can be accomplished in several ways. Examples include the following: a written log, test, oral report, visual portrayal of the concept, and journal. Make sure every student who attended the field trip or special event is evaluated.

Planning a Field Trip or Special School Activity

Grade Level __________

Subject Area __________

Educational Objective of the Field Trip or Special School Activity:

____

____

____

▲ Describe in detail each of the following steps for a field trip or special school activity.

1. Selection
2. Pre-preparation
3. The event itself
4. Follow-up
5. Evaluation

MULTIPLE INTELLIGENCES

1. **Linguistic:** learning through words
2. **Logical-mathematical:** learning through numbers and reasoning
3. **Spatial:** learning through pictures and images
4. **Musical:** learning through tone, rhythm, and timbre
5. **Bodily-kinesthetic:** learning through the whole body and hands
6. **Interpersonal:** learning through social interaction
7. **Intrapersonal:** learning through self-knowledge
8. **Naturalist:** ability to discriminate among living things

Characteristics of a Global Learner

- reads for overall idea, skipping details
- needs "big picture" before step-by-step
- writes whole essay before outline
- lets others go first
- likes team competitions
- is distracted by facial expressions
- relates what is taught to own experiences
- finds it hard to take criticism, even constructive criticism
- likes working with others
- likes rewards/verbal praise
- often answers "it depends"
- sees relationships
- understands things "in context"
- reads between the lines
- can work on several projects at one time
- likes humor, stories

What a global learner is likely to say . . .

→ Why are we doing this?

→ I'll do it later.

→ I need a break!

→ Don't touch the piles on my desk.

→ I know where everything is.

→ Why does it really matter?

→ Let's get these projects on the road!

→ Why can't we skip around in the book?

→ I can remember what he looked like.

→ I'll come back to this later.

→ Enough! I'm out of here!

These students excel in making connections — conceptualization and synthesis. They are often considered highly creative.

Characteristics of an Analytic Learner

- works alone
- goes at things step-by-step
- remembers details
- likes one task at a time
- works independently on projects
- not concerned with personal experiences of teacher
- prefers specific grading criteria
- likes to organize assignments
- prefers options
- concentrates on tasks at hand
- analyzes problem, then decides
- wants specific, constructive feedback
- becomes deeply involved in tasks
- doesn't like vague questions
- consistent with rules, assignments
- likes competition

What an analytic learner is likely to say . . .

→ Does spelling count?

→ Should we skip lines?

→ What are you really looking for?

→ How many pages do you want . . .?

→ What comes first? second?

→ Does this look right?

→ Will this be on the test?

These students exhibit talent in organization and attention to detail and excel in logic and analysis.

DIFFERENT TYPES OF SCHOOL COMPUTER ORGANIZATION

1. **Computer labs** — a benefit is that the entire class can do the same problem at the same time and the teacher can give the whole class instruction. A drawback would be scheduling conflicts with other classes wanting to use the lab.

2. **One-computer classroom** — although not the ideal, having one computer in the classroom is preferred to having no computer. Students may work alone or in pairs as opportunity becomes available. Sometimes the teacher is the only person using the computer, but the teacher should structure the classroom in such a way that students are also given opportunity to use the computer.

3. **Computer groupings** — this arrangement has several computers in a station or center within a classroom. It allows for student rotation and is preferred to a single computer in the classroom. With careful planning on the teacher's part, the entire classroom can be involved in one activity while another group is working on the computer.

4. **Laptops** — If a school has a large number of laptop computers, many times the laptops are provided by a partnership between the school and local or national businesses, or through a grant. Some states have discussed transferring written textbook information to CD format and providing every student with a laptop computer. Some schools have laptops available on a mobile cart for teachers to check out and bring to the classroom. This alleviates the need for a computer lab room, but allows for every student to have a computer.

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Major Categories of Software

Word processor — serves as a keyboard for typing documents and as a learning keyboard. An example would be *Alpha Smart*, a keyboarding program.

Drill and Practice Software — an opportunity to practice and apply facts and skills that have already been introduced; written for individualized instruction; good programs in this area are highly motivational. An example would be an "English as a Second Language" software package.

Tutorials — simulates a human tutor or introduces new subjects. An example would be learning to use a computer tutorial software or a Spanish language tutorial.

Spreadsheets — used to calculate, graph, and manage large groups of data. An example would be *Excel*.

Simulations – progresses beyond practice; simulates or replicates real-life situations; allows students to explore and manipulate and is highly motivational. For example, a student could excavate an archeology dig via the Web.

Educational games — combines education and entertainment; often emphasizes competition between players or against game standards; teachers use an interesting way to approach a topic. An example would be *The Oregon Trail*.

Multimedia and Hypermedia — different combinations of media and communication; integrating text, photos, graphics, sound, animation, photos, and videos. Examples include some brands of computer encyclopedia software.

Students and Technology

The Internet — provides students with vast amount of resources never before available

Research — provides access to unlimited resources. Students need to consider the accurateness and reliability of information on the Web. It is important to note that just because information is listed on the Interent, it is not always accurate, correct, or appropriate

E-mail — enables electronic communication between students and students, students and teachers, teachers and teachers, and teachers and parents

Proper etiquette — called netiquette. The same basic rules apply on the computer as apply in person; treat people the way you want to be treated. Suggestions include the following:

- Typing in ALL CAPS is considered shouting.
- Sending long messages or too many messages can clog a mailbox.
- Never send a message with abusive or foul language or a message that contains information that could hurt someone's feelings.

Chat rooms — set up on-line discussion groups that can have educational value if ideas are exchanged and information is obtained

Voice mail — allows parents and teachers to communicate with messages using voice mail technology

TA 57

SUGGESTED COMPONENTS IN AN EFFECTIVE LESSON PLAN

☞ High Expectations

☞ Flexible Learning Environments

☞ Multi-sensory Instruction

☞ Experiential Learning

☞ Mentoring Relationships

☞ Relevance

☞ Higher Order Thinking/Problem-solving

☞ Options and Choices

☞ Innovative Uses of Technology

☞ Alternative Assessment

☞ Small-group/Cooperative Learning

☞ Projects

☞ Games

☞ Creativity

Sample Unit Lesson Plan

Teacher:
Grade Level and/or Subject:
Length of Unit:

Date:
Unit:

Unit Objective:

Modifications:

Enrichment:

Overview:

Purpose:

Lesson Plan Objectives:

Activities:

Materials:

Resources:

TA 59

Sample Lesson Plan

Teacher:
Date/Time:
Grade Level and/or Subject:
Unit:

Objectives:

Procedures:

Activities:

Materials:

Enrichment:

Modifications:

Resources:

Web sites:

Assessment/Evaluation:

Ideas for Teaching Activities

Assigned Subject Topic: ______________________________

Directions: Using the subject topic assigned, create activities for each of the teaching activities listed below.

1. Display a transparency.
2. Arrange for the class to visit . . . .
3. Arrange for a guest speaker to come.
4. Divide the class into small groups (or pairs).
5. Present an illustrated talk.
6. Arrange for a learning tour.
7. Lead a class discussion.
8. Have students practice strategies.
9. Host a "talk show."
10. Lead the students to brainstorm and discuss.
11. Have students use resource and reference information.
12. Arrange for students to volunteer.
13. Create individual learning centers.
14. Have students make paper bag puppets to dramatize a learning activity.

TA 61

Lesson Plan Ideas: Mathematics

The *Standards 2000*, a project of the National Council of Teachers of Mathematics (NCTM), suggests five mathematical processes students should use to increase math skills. The processes include the following: problem solving, reasoning and proof, communication, connections, and representation. Emphasis was placed more on the higher-order reasoning and problem-solving skills and less on the memorization of facts. More school districts are pursuing more hands-on math work in small groups than just work sheets.

Elementary

1. Stained glass sun-catchers — Reinforce students' learning of geometric shapes and colors by making tissue paper sun catchers. Shapes may be from very easy to more complex, depending on the age of the student.
2. Great, big enormous animals - Students will learn about length by walking the length of a Brontosaurus and other large animals.
3. Flash cards — Students will create flash cards using math facts.

Middle School

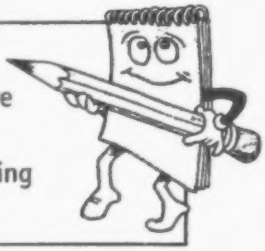
1. Exploring fractions — Students play games to learn to compare fractions and recognize equivalent fractions.
2. Celsius and Fahrenheit conversions — Through simple addition, subtraction, and multiplication, convert Celsius to Fahrenheit (and vice versa).
3. Classroom Olympics — Students re-create Olympic events by calculating distances and participating in the event.

High School

1. Bringing the solar system down to earth — Students create a scaled-down model of the solar system by calculating the planets' diameters and distances from the sun and then building the model outdoors.
2. Chinese yuan — Familiarize students with China's monetary unit, yuan. Practice simple algebraic equations.
3. Gravity and weight on other planets — Students learn about gravity, mass, and weight by calculating their weights on various planets.

Lesson Plan Ideas: Language Arts

Changes over the past few decades have put less emphasis on teaching grammar singularly and more emphasis on grammar within the context of writing. Teachers are using creative writing, journal writing, and group writing projects to practice grammar skills. However, basics in grammar skills still must be taught singularly, reinforcing the concept with practice.



Elementary

Most programs focus on written and oral communication skills, creativity, appreciation for literature, and comprehension.

1. Ready to rhyme — Students will participate in fun activities using rhyming words.
2. Gingerbread Man — Using the book, *The Gingerbread Man*, students will learn about animals and explore different types of vocations. This activity may be used with any picture book, teaching the important lesson with every book.
3. Adjective chains — Students learn about synonyms by making paper chains to connect words. A good resource for this activity is a thesaurus.

Middle School

The program focuses on expanding and reviewing the elementary focus.

1. Holidays explained — Students will choose a holiday and research facts about the holiday. From researched information, the student will write a paper and then read it for the class.
2. Poetic language — Students will choose a poem that has both literal and figurative language. The student will be able to explain and identify both types of language.
3. Individual who contributed to society — Students will research and write a paper about an individual and his/her contributions to society.

High School

Programs focus on integration of language through literature.

1. Vote for me — Students will research the process of political ambition and what it takes to get elected. Following, students will write a campaign speech and deliver it to the class.
2. American frontier — Students will read and research about life on the American frontier. Students will create a town during frontier days, naming and describing characters from that time period.
3. Students tutoring students — Students will write and illustrate a children's book. After completion, students will read the book to younger children.

Lesson Plan Ideas: Reading

The importance of being proficient in reading is evidenced when seeking employment and functioning in the world. However, the method for teaching reading has long been a cause for debate among reading educators. The phonetic method emphasized sounding out syllables (decoding) with attention given to grammar rules. The whole language approach did not break down words according to the sound of the letters and grammar rules were learned later in life. Words were seen as a whole, rather than by individual letters. Teachers today are using a combination of the phonics and whole language approach, with the new method being called a balanced approach. The balanced approach uses the sounds of letters and grammar from the phonetic approach, with emphasis on literature and comprehension from the whole language approach. Experts agree that direct phonics instruction is essential in teaching most students to read.

Elementary

1. Word hunt — Students will use spelling or vocabulary words from class to create a seek and find.
2. Prefix bee — After studying about prefixes, conduct a prefix bee, using the same format as a spelling bee where the student gives the meaning of each prefix in a game situation.
3. Cause and effect quest — Create scenarios that list a cause in each instance, and have students respond with a possible effect.

Middle School

1. Reading sleuth — Students will choose a character from a book and introduce the character to the class through written and/or visual means. Any other piece of literature may be used for the same type of exercise, emphasizing character traits.
2. Collect a sentence — Students name everyday objects and then construct imaginative sentences with those words. The lesson plan may require that each sentence contain certain elements, such as noun and verb, prepositional phrase, a certain number of adjectives, etc.
3. Biography poem — Students will write a biography poem about themselves using a created formula. For example, each poem may contain the student's name, age, hometown, four adjectives, three likes, two dislikes, etc.

High School

1. Novel research — Using a novel the class has read or will read, have students create test questions on information found in the novel. Using the test questions, have students create a gametype format.
2. Vocabulary bingo — Students will use vocabulary words from a high school textbook to create a bingo game.
3. Author feature — Students will choose a favorite short story. Create a new ending for the story. Illustrate the story using various mediums.

Lesson Plan Ideas: Science

In science, more emphasis is being placed on teaching students the art of inquiry and problem solving rather than merely acquiring basic scientific knowledge.

Elementary

Curriculum at this level focuses on basic topics, such as animals, plants, seasons, light, sound, heat, weather, magnets, the stars and planets, and oceanography, etc.

1. Exploring dinosaurs — Students will research and explore facts about dinosaurs. Use picture books to enhance student's learning.
2. Solar System mobile — After studying the solar system, students will create a mobile of the planets. Encourages students to be creative with materials.
3. Magnet exploration — Obtain different kinds and sizes of magnets. Students will research and study how magnets work.

Middle School

In this level, the elementary topics are studied more in depth and are named titles, such as Earth Science, General Science, Physical Science, or Life Science.

1. Weather station — With a student-made weather station (temperature, rainfall, wind speed and direction, barometric pressure, humidity), students measure weather in a variety of ways, write about procedures, make predictions, and use averaging.
2. Sound travel — Through simple experimentation, students will learn how sound waves function and travel.
3. Condensation — Students learn about the water cycle, evaporation, and condensation.

High School

Typical science topics at this level include: Biology, Chemistry, Physical Science, Anatomy and Physiology, and Physics.

1. Gravity and weight on other planets — Students learn about gravity, mass, and weight by calculating their weights on various planets.
2. Inertia in motion — Through experimentation, students will learn about the first law of motion, including inertia, force, and friction.
3. Volcano search — Students will study volcanoes and then build a volcano using common kitchen supplies.

Lesson Plan Ideas: Social Studies

Elementary

1. American flag — Students will study the history of the flag and create a patriotic display.
2. "Hi" in hieroglyphics — Children explore the hieroglyphic alphabet and translate their names and common words from English into hieroglyphics, and vice versa.
3. Paper weaving — Students learn to make weavings out of paper or cloth just as people did during colonial times

Middle School

1. Reading in the newspaper — Students will read the newspaper and interpret current events. Reporting to the class may be done through various presentation means.
2. Women and World War II — Students will focus on changes that occurred for women during World War II and the contribution women made.
3. An immigrant's story — Students will create a fictional character that immigrates to the United States. They will base a large portion of their stories on information they have learned about immigrants.

High School

1. Country of origin comparison — Students will compare data on immigrants and be able to draw conclusions about culture, religion, job preference, etc.
2. The Declaration of Independence and your own rights —Students will compare two declarations for personal rights and then will write their personal declaration.
3. What is child labor? — Students will study the origin of Labor Day and learn the definitions of child labor and its implications. Have students write a story describing a a town that does not follow the child labor laws.

Lesson Plan Ideas: Other Subject Areas

Students may choose to create a lesson plan in one of the other disciplines such as

- Languages other than English
- Fine Arts
- Physical Education
- Career and Technology Education
- Technology Applications
- Health Education

TA 67a

Relating Topics to Multiple Subjects Areas

Focus:
Hazards of drinking alcohol

Family and Consumer Sciences:
Research fetal alcohol syndrome. Discuss effects of drinking on the family.

Language Arts:
Read case studies on the effects of alcohol. Write a paper on the effects of drinking alcohol.

Physical Education:
Discuss how drinking alcohol affects the physical body.

Science:
Research the effects of drinking alcohol on the body's different systems.

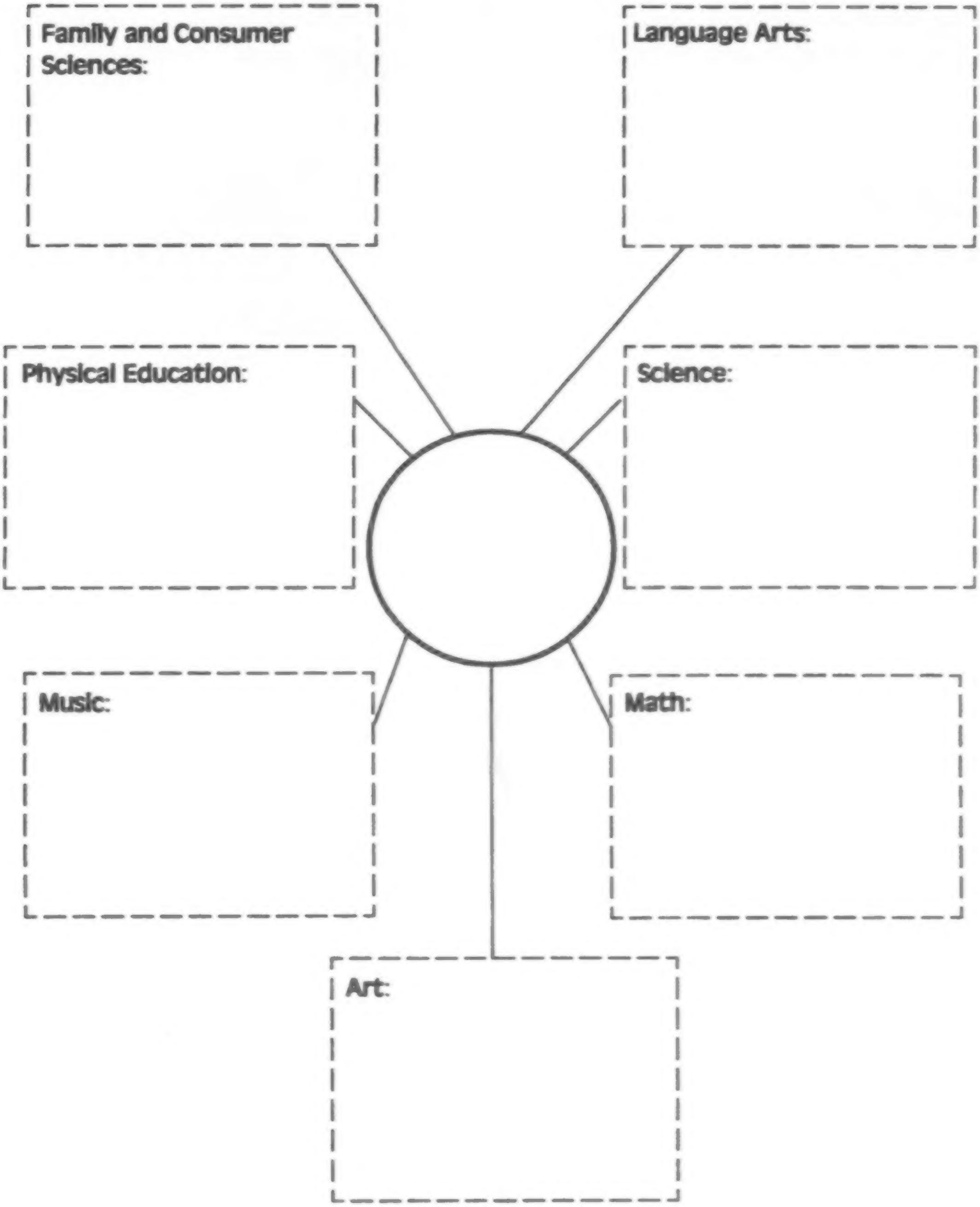
Music:
Compose and sing a "don't drink and drive" rap.

Math:
Gather data;
Conduct surveys;
Prepare flow charts/graphics depicting the effects of drinking alcohol.

Art:
Design posters or visuals on hazards of alcohol use.

TA 67b

Relating Topics to Multiple Subjects Areas

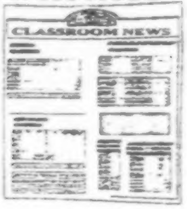

Family and Consumer Sciences:
Language Arts:
Physical Education:
Science:
Music:
Math:
Art:

Examples of Communication

One-Way

Teacher ⟹ Parent

Newsletters

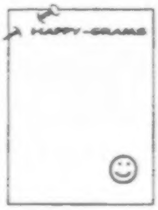


Notes

School Pamphlets/Handouts

Suggestion Box

Happy-Grams

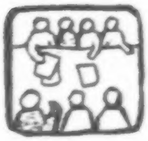


Two-Way

Teacher ⟺ Parent

Neighborhood Visits

PTA or PTO



Exchanges

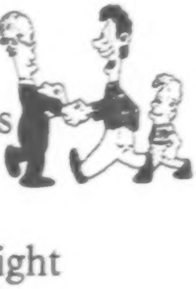
Parent Workshops

Picnics

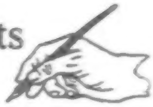
Telephone Calls

Breakfasts/Lunches/Coffees

Parental Visits to Class



Projects



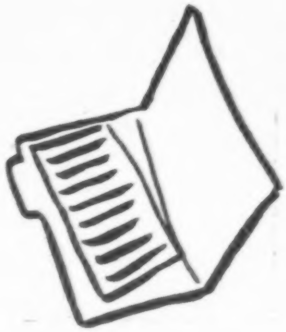
Fairs

Back-to-School Night

E-mail

Ways to Communicate with Parents

- Exchange important information on the first day of school.
- Conduct regular parent conferences.
- Conduct regular meetings as needed.
- Encourage parents to visit their children in the classroom or observe.



- Call parents and share information by phone.
- Send newsletters home.
- Keep a folder on each student that records events in the classroom or has special papers on file for parents to review.
- Post the weekly lesson plans and schedule. Let parents know what topics are being studied.
- Send home "happy notes" with highlights or accomplishments of the student's day.
- Give parents copies of developmental checklists, individualized lesson plans, and other material that pertain to their child.
- Develop a calendar of events to be sent out at the beginning of each month.

Parent-Teacher Conferences

1. Schedule parent conferences early in the school year for initial, get-acquainted conferences.

2. Schedule plenty of time for parent conferences. Don't schedule conferences too close together.

3. Be prepared! For each parent conference, have the student's work available, plus grades and any progress reports. Anticipate possible parental questions. Have textbooks and other class materials present in case a parent would like to look at the resources.

4. Find out names of parents in advance. Greet parents in a warm and friendly manner.

5. Arrange the conference area so that parents are comfortable. Have extra chairs in case there are additional visitors with a parent. Have colors and paper available in case a younger sibling attends.

6. Use the "sandwich method" for talking to a parent about the student. Sandwich a negative problem between two positive comments. Highlight the student's abilities or interests.

7. Be specific in your comments. Make concrete suggestions for improvement. Use common language, not words that only teachers might understand.

8. Always hear the parent's side. Ask the parent's opinion and be open for suggestions. Portray acceptance and warmth toward every student and parent. Allow time for parents' questions or concerns.

WAYS TO INVOLVE PARENTS

Parent education programs
- Seminars/workshops
- Guest speakers
- Videotapes
- Demonstrations
- Study groups

Lending libraries
- Books
- Homework help information

Social functions
- Weekly parent/child lunches
- After-school family gatherings
- Parent receptions
- Programs during special holidays

Exchange networks for parents to have opportunities to help each other
- Barter networks to exchange goods and services
- Student used clothing exchange
- Car pools
- After-hours child care

Volunteers
- Assist teachers in classroom
- Assist with field trips or special projects
- Share special talents with students
- Collect arts and crafts items
- Copy papers; prepare bulletin boards or other displays

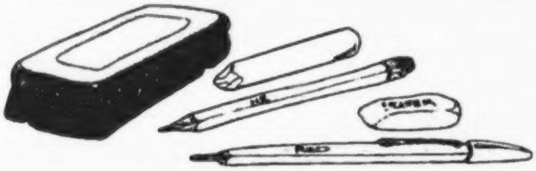
PTAs, PTOs, and PATs

◆ Most school districts have either a PTO (Parent-Teacher Organization) or a PTA (Parent-Teacher Association). The difference in a PTO and a PTA is that the PTA is affiliated with a national group and is required to pay dues to the national office, while a PTO is locally organized and operated with all funds staying at the local level. Similar to the local PTO is PAT (Parents and Teachers). These are three common names of school organizations involving parents. Names of organizations may vary among schools.

These organizations serve as a communication tool between parents and the school. They are a means by which parents can learn about and participate in volunteer opportunities in the classroom or the school.

Examples of activities in which many parent organizations are involved include the following:

- Teacher Birthday Cards
- Certificates for A or B honor roll; Perfect attendance
- Fall/Spring Carnival
- Drug-Free Week
- Christmas sales
- Book Fair
- Teacher/Nurse/Secretary Appreciation Day
- Student Birthday Cards
- Collecting School Supplies for Children in Need
- Funding Special Teacher Supplies
- Assisting in the purchase of a large item for the school, such as a marquee, laminator, or die-cut machine.



TA 73

Common Causes of Family Crises

Moving

Loss of job

New school

Divorce/separation

Custody dispute

Remarriage

Adoption

Death

Child Abuse

Alcohol and substance abuse

Family violence

Health problems

Financial difficulties

TA 74a

Community Resources

Directions: Some problems and needs of individuals are listed in the left-hand column below. Look over the list, and match each problem or need with the correct sources of help. You may use the names of the resources more than once.

→ Examples of Problems and Needs of the Family

_____ 1. Care of young children
_____ 2. Family recreation
_____ 3. Family health service
_____ 4. Meals for disabled or older adults
_____ 5. Job training for young adults
_____ 6. Decent place to live
_____ 7. Young adults in trouble with the law
_____ 8. Care for frail older adult or disabled adult
_____ 9. Terminal illness of a family member
_____ 10. Immunizations/health care for young children
_____ 11. Job training for an adult with a disability
_____ 12. Alcohol problem
_____ 13. Abuse of children
_____ 14. Activities for youth
_____ 15. Disagreements with landlords
_____ 16. Problem with a purchase from a store
_____ 17. Inadequate food supply
_____ 18. Missing a child
_____ 19. Clothing for a job interview
_____ 20. Victim of violent crime

→ Examples of Resources

a. Alcoholics Anonymous
b. Area Vocational School
c. Better Business Bureau
d. Child Protective Services
e. Clothing Closet
f. Child Care Center
g. Food Bank
h. Girl or Boy Scouts
i. Health Clinic
j. Hospice
k. Housing Authority
l. Legal Aid
m. Local Churches
n. Local Law-enforcement Agency
o. Long-term Care Facility
p. Meals on Wheels
q. Sheltered Group
r. Support Group
s. YMCA or YWCA

Adapted from West Virginia Parenting Education Curriculum. Ripley, West Virginia; Curriculum Technology Resource Center, 1990.

Community Resources
Answer Key

→ Examples of Problems and Needs of the Family

1. f,m
2. m,s
3. i
4. p
5. b
6. k
7. l
8. o
9. j
10. i
11. q
12. a
13. d
14. h
15. k,l
16. c
17. g
18. n
19. e
20. n,r

Community Resources for Parents Checklist

Directions: List community agencies that provide services for parents. Place a check mark (✓) in the column of each service provided.

Agencies	Child Care	Counsel-ing/ Mental Health	Education	Financial Services	Health and Safety	Housing	Legal Services	Nutrition	Other
1.									
2.									
3.									
4.									
5.									

Establishing an Advisory Committee

▲ An advisory committee contributes to the success of the family and consumer sciences teacher preparation program. Careful selection of members must take place to ensure the committee's effectiveness. A close relationship between the school and field-site participants in the community is vital.

Membership

An effective advisory committee includes a representation of stakeholders and the community population. Suggested composition includes the following:

- Include five to nine members who may serve single or multiple year terms; if using multiple year terms, staggering when the terms begin will maintain continuity and level of experience.

- Include elementary, middle, and high-school level personnel who can provide information on
  - — the need for trained teachers in the respective schools
  - — expectations the school board has for teachers in their school

- The committee should include at least one or two-field-site teachers who are directly involved with student trainees.

- Include a school administrator, such as the career and technology administrator, principal, or assistant principal. This committee member can aid in interpreting the educational objectives and policies of the course. Usually, only one school administrator would serve in any one year.

- Other committee members may include parents/guardians, students, recent completers of family and consumer sciences teacher preparation courses, representatives of business organizations, such as the Chamber of Commerce or other service organizations, media representatives, and career and technology counselors. These members can help identify services needed, identify available resource materials, and publicize the course.

- The committee should have an appropriate representation of both genders and should reflect an appropriate balance of the racial and ethnic composition of the community and the region served by the committee.

Establishing an Advisory Committee, cont'd.

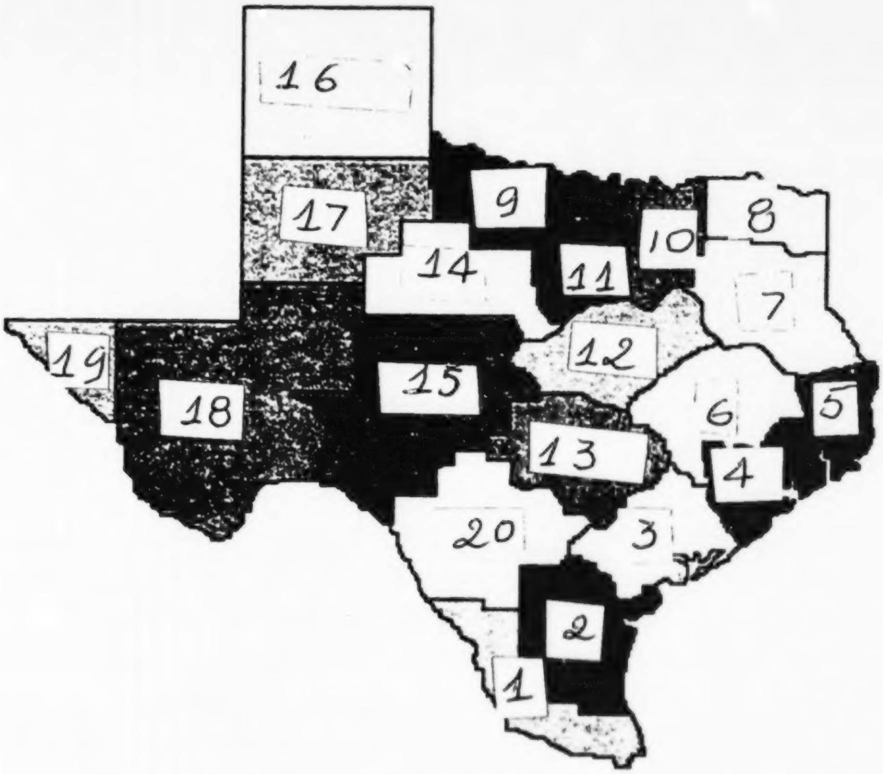
Meetings

- Notify members of the meeting date, time, and location by mail at least two weeks prior to the scheduled date of a meeting; request that members respond indicative to whether they plan to attend. Follow-up with a telephone call one week in advance.
- Limit the length of the meeting to two hours or less with a pre-approved agenda and a designated timekeeper.
- Follow rules of parliamentary procedure during meetings. The latest edition of Robert's Rules of Order could serve as a guide.
- Establish written bylaws and recommended practice.
- Disseminate minutes of the meeting within one week.

Functions of the Advisory Committee

- Conduct program evaluation.
- Secure resources.
- Recommend guest speakers.
- Project the impact of educational trends on the family and consumer sciences teacher preparation program.
- Market the program in the community.
- Assist with student recruiting efforts.
- Assist with field-site placements.
- Assist with ad hoc projects, such as scholarships, special events, etc.
- Network and serve as advocates for the program.

Education Service Center Map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1. Edinburg	11. Fort Worth
2. Corpus Christi	12. Waco
3. Victoria	13. Austin
4. Houston	14. Abilene
5. Beaumont	15. San Angelo
6. Huntsville	16. Amarillo
7. Kilgore	17. Lubbock
8. Mt. Pleasant	18. Midland
9. Wichita Falls	19. El Paso
10. Richardson	20. San Antonio

BEST COPY AVAILABLE

Internet Sources for Career Opportunities in Education

Directions: Explore the Internet sites listed below. Describe how each site could be beneficial in helping explore career opportunities in education.

- American Association for Employment in Education
  www.aaee.org

- National Teacher Recruitment Clearinghouse
  www.recruitingteachers.org

- State Board for Educator Certification
  www.sbec.state.tx.us

- Texas Association of School Administrators
  www.tasanet.org

- Texas Education Agency
  www.tea.state.tx.us

- U.S. Department of Education
  www.ed.gov

Education Careers: Student Incentives

◆ Because of the current emphasis on teacher recruitment, a number of incentives are available to students who plan to pursue education careers. These incentives may be in forms, such as financial aid, certificates, articulated credit, or contractual agreements, for future employment.

Examples of student benefits and incentives include the following:

- Students participating in teacher preparation courses receive training and experiences that facilitate scholarships (FCCLA and otherwise) and other financial assistance supportive of further education and preparation to become a certified teacher in Texas.
- Through participation in teacher preparation courses, students can receive training and experiences necessary to qualify for certification as an educational aide through the State Board for Educator Certification. As a certified educational aide, students will have advantages in employment opportunities and pay level beyond high school.
- The Educational Aide Exemption Program provides need-based tuition and fee exemptions for eligible students as they complete teacher certification requirements at a Texas public institution of higher education. If a district chooses to pay students for any of the related course field experience, this "employment" by the district can count as educational aide experience (one or more years equaling the number of school years in which the employment occurred) required for eligibility for this financial aid program.
- Districts can design their local teacher preparation initiative to include a sequence and combination of courses that will make student completers eligible for articulated credit at post-secondary institutions. This qualifies as an advanced measure for the distinguished achievement graduation.
- Districts can design their local teacher preparation initiative to include incentives for top quality, advanced student participants. Examples include paid internships for second-year students their senior year and written agreements from the district to program completers committing hiring preference for the student upon completion of certification requirements and return to the district.

An excellent gateway to additional information regarding student incentives is the following Educator Preparation Web site sponsored by the Texas Higher Education Coordinating Board: *http://www.thecb.state.tx.us/Partnerships/teachprep.htm*

If the above URL changes, the site can be accessed through the Coordinating Board Web site (*www.thecb.state.tx.us*); look for Partnerships, then Educator Preparation. Currently, the site contains links to several additional sources of information, such as the following:

- Texas TEACH (the Texas A&M University System's Teacher Recruitment and Retention Network)
- National Teacher Recruitment Clearinghouse
- Educational Aide Tuition Exemption Program
- Early Childhood Care Provider Loan Repayment Program
- Teach for Texas Conditional Grant Program
- Various guidelines for educator preparation programs

§21.407. Requiring or Coercing Teachers to Join Groups, Clubs, Committees, or Organizations: Political Affairs

(a) A school district board of trustees or school district employee may not directly or indirectly require or coerce any teacher to join any group, club, committee, organization, or association.

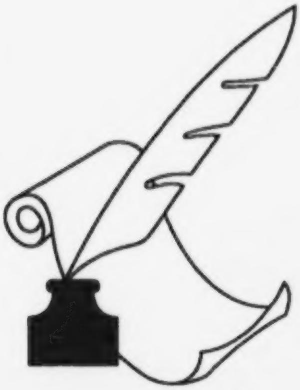
(b) A school district board of trustees or school district employee may not directly or indirectly coerce any teacher to refrain from participating in political affairs in the teacher's community, state, or nation.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

§21.408. Right to Join or Not to Join Professional Association

This chapter does not abridge the right of an educator to join any professional association or organization or refuse to join any professional association or organization.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.



Student Youth Organizations

▲ Participation in student youth organizations provides students unique opportunities to develop communication and leadership skills, while reinforcing content-specific knowledge and skills learned in classes. Two student organizations that are available to students participating in teacher preparation courses are Family, Career and Community Leaders of America (FCCLA) and the Texas Association of Future Educators (TAFE).

Family, Career and Community Leaders of America

Family, Career and Community Leaders of America (FCCLA) is a dynamic and effective national student organization that helps young men and women become strong leaders in families, careers, and communities through family and consumer sciences education. It involves approximately 240,000 students in all fifty states, the District of Columbia, Puerto Rico, and the Virgin Islands. Texas membership in 1997-98 was approximately 26,000 with 1,090 chapters.

Family and consumer sciences teachers serve as local FCCLA advisors. Members are students through grade 12 who are taking or have taken family and consumer sciences courses. Working through nearly 10,000 local chapters, FCCLA members develop and lead projects that address important personal, family, career, and societal issues related to family and consumer sciences education.

FCCLA is a nonprofit national vocational student organization for young men and women. It is one of the nation's largest vocational student organizations and is open to students of all races and religious beliefs.

The mission of FCCLA is to promote personal growth and leadership development through family and consumer sciences education. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and vocational preparation.

Purposes of Family, Career and Community Leaders of America include the following:

- Provide opportunities for personal development and preparation for adult life.
- Strengthen the function of the family as a basic unit of society.
- Encourage democracy through cooperative action in the home and community.
- Encourage individual and group involvement in helping achieve global cooperation and harmony.
- Promote greater understanding between youth and adults.
- Provide opportunities for making decisions and for assuming responsibilities.
- Prepare for the multiple roles of men and women in today's society.
- Promote family and consumer sciences and family and consumer sciences related occupations.

Student Youth Organizations, cont'd.

Texas Association of Future Educators

The Texas Association of Future Educators was started in 1984 and is sponsored by the Texas Association of Secondary School Principals (TASSP). In 1998-99 there were about 200 member schools, representing all parts of the state.

Purposes of the Texas Association of Future Educators include the following:

- Recruit qualified youth to become teachers to eliminate shortages within the profession.
- Provide students with valuable experiences in high school that will keep them committed to becoming teachers throughout their college career.
- Counsel and provide information to students to change and enhance the image of the teaching profession.
- Create conditions in the state that encourage the very best and brightest students choose to become educators.

Any teacher with a sincere interest in working with students and enthusiasm for the teaching profession is welcome as a sponsor. TAFE is not affiliated with any one teacher organization but is endorsed by the Association of Texas Professional Educators.

Membership in TAFE is open to all high school, middle school, and junior high school students, with junior and middle school participation limited to the local and district levels. Each school chapter operates independently according to its constitution and school district rules and regulations. Examples of activities that are encouraged through TAFE include teaching or tutoring experiences, appreciation activities for teachers and staff, leadership training, and service projects at school and in the community.

Resigning From a Teaching Position

◆ There are many reasons to terminate, or resign from, a teaching position. Sometimes teachers have good reasons for leaving a position. However, often decisions to terminate employment are made hastily and without using sound judgement and decision-making skills. The decision to terminate a job should be made very carefully. When a teacher decides to leave a job, he or she should try to leave on good terms with the school district.

Teachers sign an annual contract, and although the contract may be broken during the school year, doing so is seldom advantageous for the school district or the teacher. If a teacher resigns during the school year, it is extremely difficult to find a certified replacement. Districts often have to resort to an uncertified substitute to complete the year. If a teacher does break the contract and resigns within the school year, it may jeopardize future employment with other school districts.

If a teacher is employed by a school district and the teacher's contract is extended, then the teacher is given a final date in which to sign and return the contract for the next year. Ideally, if a teacher is going to resign from the school district, the resignation will be submitted during this early signing period. This allows the school district ample time to find a replacement before the regular school year begins.

According to Education Code 21.160, for a timely resignation, "a teacher employed under a continuing contract may relinquish the position and leave the employment of the district at the end of a school year without penalty by filing with the board of trustees or its designee a written resignation not later than the 45th day before the first day of instruction of the following school year. A written resignation mailed by prepaid certified or registered mail to the president of the board of trustees or the board's designee at the post office address of the district is considered filed at time of mailing."

After this period, it is at the discretion of the school district and subject to approval of the board of trustees, as to whether the teacher may resign in the good graces of the school. According to Education Code 21.160, "a teacher employed under a continuing contract may resign, with the consent of the board of trustees or the board's designee, at any other time."
Depending on the school district and the level of difficulty in finding teachers, the school district does not have to release the teacher from the signed contract once the 45-day period is in effect.

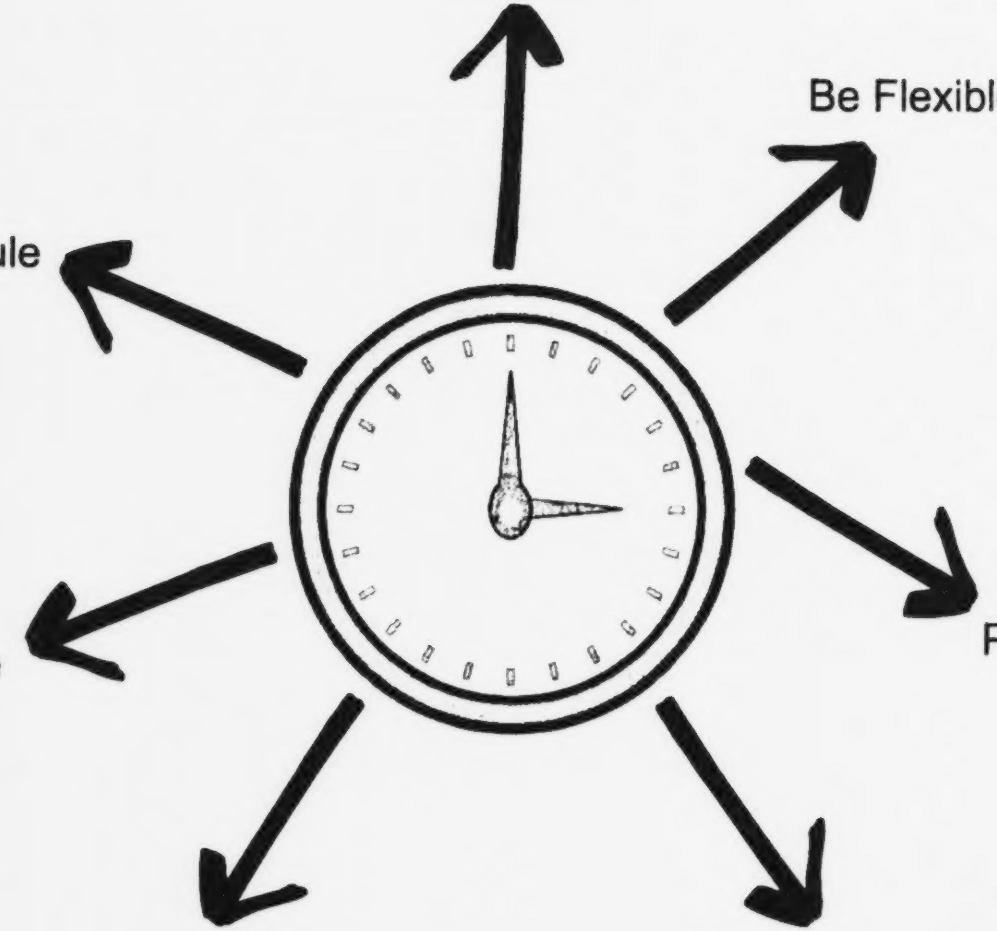
TA 83

Writing a Letter of Resignation

→ Tips for writing a letter of resignation include the following:

- State the exact date which you expect to be your last day of employment.
- Thank the school district for providing the employment opportunity.
- Give a brief explanation of why you are leaving, unless it is not appropriate due to a dispute, disagreement, etc.
- Write the letter in a business format. Be neat and sincere.

Components of Time Management



Listen

Be Flexible

Schedule

Prioritize

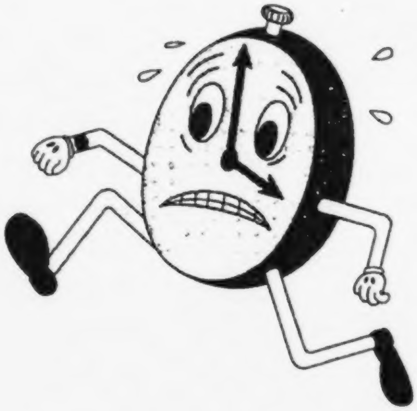
Organize

Avoid Procrastination

Live a Balanced Life

Time Thieves

- Failure to set goals and make plans
- Failure to set priorities
- Socializing
- Failure to say “no”
- Unscheduled interruptions
- Disorganization
- Procrastination
- Poor communication
- Fatigue
- Trying to do too much



TA 86

Daily Time Schedule

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00	7:00	7:00	7:00	7:00	7:00	7:00
7:30	7:30	7:30	7:30	7:30	7:30	7:30
8:00	8:00	8:00	8:00	8:00	8:00	8:00
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12:30	12:30	12:30	12:30	12:30	12:30	12:30

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TA 87

Monthly Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Things to do Today

Home	School	Work
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________

TA 89a

Positive and Productive Traits for a Classroom Teacher

- ✓ Accuracy
- ✓ Alertness
- ✓ Courtesy
- ✓ Empathy
- ✓ Flexibility
- ✓ Friendliness
- ✓ Honesty
- ✓ Initiative
- ✓ Kindness
- ✓ Loyalty
- ✓ Patience
- ✓ Responsibility
- ✓ Stability
- ✓ Tactfulness
- ✓ Tolerance

TA 89b

Positive and Productive Traits for a Classroom Teacher, cont'd.

Accuracy — the ability to be careful and consistently avoid mistakes

Alertness — the ability to understand instruction and meet changing conditions

Courtesy — the ability to be polite and considerate and to cooperate with others

Empathy — the ability to be aware of and understand another's feelings

Flexibility — the ability to adjust to meet new needs or changing situations

Friendliness — the ability to display a warm and outgoing attitude toward others

Honesty — the ability to show fairness and straightforwardness in conduct

Initiative — the ability to be a self-starter rather than waiting to be told what to do

Kindness — the ability to give respect and consideration to others

Loyalty — the ability to display faith and confidence in another person

Patience — the ability to bear provocation, annoyance, misfortune, and disagreement without complaining, loss of temper, or irritation

Responsibility — the ability to accept obligations, answer for one's conduct and actions, and deserve the trust or confidence of others

Stability — the ability to understand pressure and remain clam during crises

Tactfulness — the ability to do and say the right thing at the right time

Tolerance — the ability to have a fair and objective attitude toward individuals whose opinions, practices, race, religion, or nationality differ from one's own

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WHAT'S WITH THE POSITIVE TRAITS?

Directions: In the column on the left, list five of the positive and productive traits discussed in class. In the next two columns, explain how each trait affects the teacher and job effectiveness.

Trait	Effect on the Student	Effect on Classroom Learning

TA 91

Characteristics of Effective Team Members

- Cooperates
- Participates
- Listens
- Encourages other team members
- Resolves conflict without anger

- Communicates ideas well
- Shares ideas and materials
- Enthusiastic
- Punctual
- Dependable

TA 92

Interpersonal Relationship Skills

Directions: Interview two teachers in the school to gather information about positive interpersonal relationship skills needed for teaching success.

What are important skills needed to develop successful personal and professional relationships?

#1	#2

Which relationship skills encourage others to feel comfortable and at ease?

#1	#2

How do healthy, positive, professional relationships with other teachers assist in preparation for classwork?

#1	#2

Conclusions

Summarize three ways that positive relationship skills assist in preparation for a career in education.

1.

2.

3.

Tips for Building a Successful Relationship with Administrators

1. Develop a business/professional relationship with an administrator, not a "buddy" relationship.
2. Maintain open and honest communication.
3. Strive to maintain a positive attitude toward work.
4. Refuse to let a small disagreement turn into a major issue.
5. Admit mistakes and make corrections expediently.
6. Expect some challenging days at work.
7. Select the right time to approach an administrator with problems or special requests.
8. Never go over an administrator's head without talking to him or her first.
9. Do not discuss an administrator or employer in a negative way with others.
10. Maintain ethical standards at all times.

Communication Words to Know

Communication is the process by which ideas, feelings, and information are shared. It involves the skills of listening, speaking, and writing.

Listening is an important part of communication. The listener receives the message and then interprets it. A good listener makes an effort to clearly understand the message.

Passive listening occurs when an individual receiving information provides responses that invite the speaker to share opinions and ideas. The passive listener may hear the words without listening for meanings.

Active listening requires the listener to understand what the speaker actually means. An active listener repeats what the speaker says to make sure the content of the message is clearly understood. Feedback is the response a person gets to a message sent.

Two-way communication occurs when the speaker and the listener both provide feedback.

One-way communication occurs when the person conveying information cannot obtain feedback.

Non-verbal communication, such as body language, is communicating messages through gestures and body movements.

Perception is how one selects, organizes, and interprets information.

Self-disclosure occurs when people voluntarily tell others information about themselves that the other party is unlikely to know or discover from other sources.

Verbal and Written Communication

Verbal Communication

A responsible speaker who wants to be understood strives to send a clear message to the listener. Important communication skills to master when speaking include the following:

- Use correct, standard English rather than slang or casual expressions others may not understand. Use standard grammar and develop a broad vocabulary.
- Organize the information to be presented in a logical manner to help facilitate understanding.
- Speak to the listener. Look directly at the listener and establish eye contact. Eye contact shows the listener that the speaker is interested in talking.
- Speak clearly and distinctly. Avoid running words together, mumbling, talking too fast or too slow, speaking away from the listener, and speaking too softly or loudly.
- Use a courteous and friendly tone of voice when speaking. Be tolerant of the other individual's points of view and avoid complaining and arguing.
- Avoid monopolizing a conversation by telling every detail of a story.

Written Communication

Written communication is important for school, work, and everyday activities. In the workplace, written communication skills are needed for writing E-mails, office memos, reports, and business letters. Some people have difficulty putting their thoughts into words. Other people find it easier to communicate more easily using written communication skills. Written communication skills can be improved through practice. Reading newspapers and books may help improve writing skills.

TA 96

Improving Communication Skills

Positive Communication	Negative Communication
good posture	stiff, tense, or uptight posture
pleasant greetings	an angry look
a smile	no eye contact
eye contact	rolling eyes
a nod	tense facial expressions
pleasant facial expressions	loud voice
quiet but understandable voice	tense atmosphere
relaxed atmosphere	criticism
patient responses	little or no praise
praise	indifference
a caring attitude	

TA 97

Grooming and Personal Appearance

▲ The following guidelines are beneficial in the development of a positive and pleasing appearance:

- Stay aware of fashion trends and choose clothing that is fashionable, not trendy.
- Select clothing that fits properly.
- Have hair cut or trimmed on a regular basis in an appropriate style.
- If female, apply moderate amounts of makeup to a clean face.
- If male, shave and or neatly trim beard or mustache.
- Choose sensible clothing that is appropriate for the classroom situation.
- Keep hands cleaned and nails well manicured.
- Take a bath or shower daily and use a reliable deodorant.
- Maintain proper posture when sitting, standing, and walking.
- Wash hair as needed to maintain cleanliness, and style hair daily.
- Keep clothing clean, neat, and pressed (if needed).
- Make needed repairs to clothing on a regular basis.
- Select sensible shoes that are clean and in good repair.
- Make a habit of smiling.

TA 98

Examples of Roles

Directions: Individuals play many roles in their lives. Look at the sample roles listed below.

Son/daughter
Friend
Athletic team member
Volunteer
Brother/sister
Niece/nephew
Neighbor
Caregiver (sibling/elder family member)
Student
Employee
Husband/wife
Boyfriend/girlfriend
Club/organization member
Granddaughter/grandson
Cook
Citizen
Other:

1. Which role(s) might be considered the most important?

2. Which roles will probably be retained throughout life?

3. How might roles change for a person in the future?

4. Is it ever difficult for one to choose which role to handle at a given time? If so, how difficult is it? Why?

Sample Stress Management Techniques

- Learn to manage time wisely in order to be productive.
- Discover more efficient methods of doing things.
- Set goals and prioritize tasks.
- Avoid overload; concentrate on one task at a time.
- Ask for help; delegate responsibilities to others when appropriate.
- Schedule rest, relaxation, and leisure activities for every day.
- Eat nutritious meals and get plenty of sleep.

- Exercise regularly.
- Schedule time for yourself (i.e., read a good book).
- Plan activities with friends and family just for the fun of it.

TA 100

Sample Stress Management Considerations

Relationships and Communication with Others

I have people in my life with whom I can talk when I have a problem. There are people in my life who can rely on me for emotional support. When I express my views and feelings, others listen to what I have to say. I can listen to views which are different from mine without becoming upset. I can listen to criticism without becoming defensive. I enjoy spending time with family and friends.

Work/School

I know what is expected of me at school/work, and I have the skills to accomplish the job. I feel like I have enough time to do my job. I feel as though my opinions are valued as school/work. My school/work is interesting, so most of the time I am absorbing my school/work. My teacher/ supervisor is organized, competent, and fair. School/work demands and personal life are usually not in conflict. I have time for both. I practice time management techniques.

Nutrition

I eat breakfast regularly. I rarely skip meals. I limit coffee, tea, and caffeinated beverages to no more than two per day. I eat balanced meals and include fresh fruit, vegetables, whole grains, diary, and protein products. I rarely eat more than one sugary snack a day. I know what I need in my diet to be optimally healthy.

Relaxation

I practice a relaxation exercise once each day (stretching, going for walks, etc.) My time is under control. I usually accomplish what I set out to do in a given day. Crisis, interruptions, or the needs of others don't usually keep me from taking time for myself every day. I vary my pace; I don't always need to eat, talk, or move rapidly. When things get too hectic, I have several ways of coping. I usually don't spend my leisure time feeling bored, restless, or guilty. My leisure time is important. I find time for vigorous exercise at least three times per week.

Activity Assessment

Activity:

Criteria	3	2	1
Depth and breadth of research	offers accurate analysis of the major and minor issues surrounding the topic; uses three or more references	relates major facts to the basic topic with fair degree of accuracy; uses two references	provides only minor facts basic to the topic; inaccuracies; uses only provided information (text) as reference
Application of knowledge	demonstrates in-depth understanding of the topic; accurately employs all parts of the information	demonstrates general understanding of the topic; employs most parts of the information with fair degree of accuracy	lacks understanding of topic; employs only the most basic parts of the information; several misconceptions about the topic
Written/Oral communication	presents a well organized presentation; message is easily understood	presents a somewhat organized presentation; message is vague	presentation is unorganized; message tends to wander or ramble and hard to understand
Creativity	imaginative, self-initiated finding and use of resources; extensive originality in presentation	considers provided materials; demonstrates adequate originality in presentation	lacks initiative when finding and using resources; lacks originality in presentation

Self-Reflection: On the back of this sheet, write a paragraph that describes how you can use knowledge gained from this activity in the future.

Adapted from Family and Consumer Sciences Education Association (1994). *How do we know they know?* Publication# A261-08482 ISBN 0-911365-35-4

TA 102a

Brochure Assessment

Part A: Circle the number that indicates how effectively the brochure meets the stated criteria.

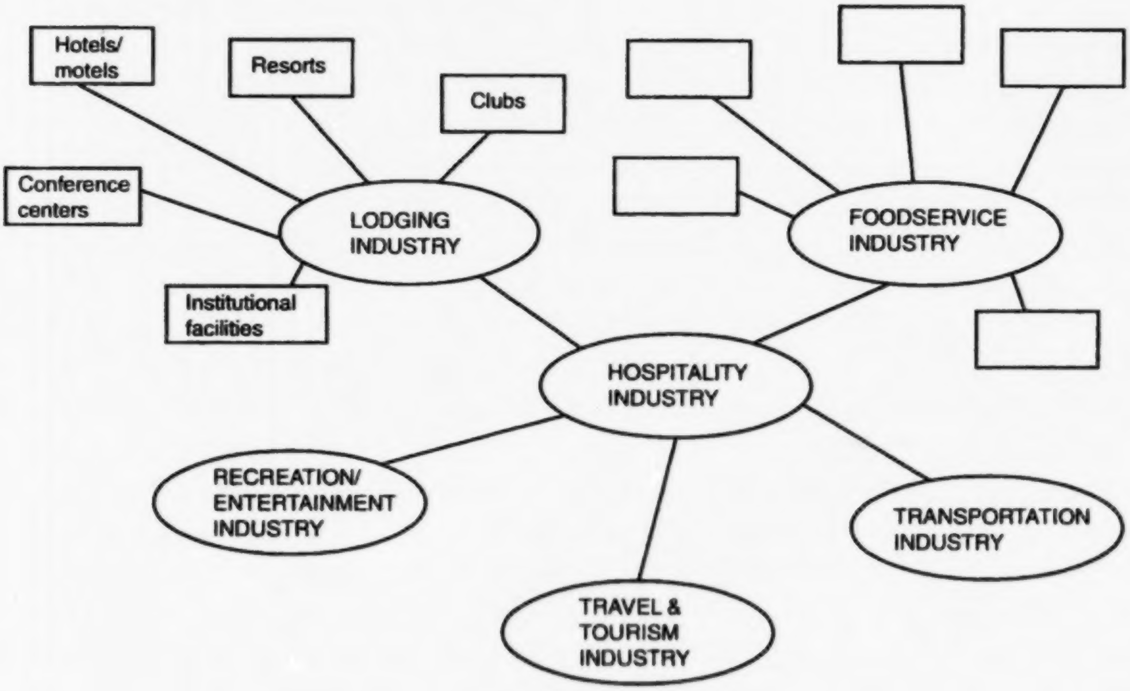
	3	2	1
Quality of Research	Accurate analysis of the research Reliable sources Three or more references used	Fair degree of accuracy Some reliability of resources Two references used	Basic information with inaccuracies Questionable reliability One reference used
	3	2	1
Application of Knowledge	Demonstrates in-depth understanding of the topic Accurately uses information in the brochure	Demonstrates general understanding of the topic Uses research information with a fair degree of accuracy in the brochure	Lacks understanding of the topic Uses only the basic parts of the information; several misconceptions
	3	2	1
Written Presentation	Well organized content Attractive, well-designed format Message is clear and easy to understand Typed or computer-formatted Strong eye appeal	Generally well-organized content Adequate design for format Message is sufficiently understood Typed or computer-formatted Adequate appeal	Unorganized content; hard to follow Unattractive format Message is difficult to understand Handwritten or type lacks neatness
	3	2	1
Creativity	Imaginative; originality demonstrated Graphics that make the work "come alive"	Adequate creativity Some use of graphics that add to the presentation	Lacks originality Few or no graphics used, or graphics do not relate to text

Brochure Assessment, Cont'd.

Part B: Write a paragraph that describes how you can use the knowledge gained from this activity.

Source: Adapted from the *Alternative Assessment: A Family and Consumer Teacher's Tool Kit* (1996). Columbus, OH: The Ohio State University, Vocational Instructional Materials Laboratory. Used with permission.

Web Diagram


Hotels/ motels
Resorts
Clubs
Conference centers
LODGING INDUSTRY
Institutional facilities
FOODSERVICE INDUSTRY
HOSPITALITY INDUSTRY
RECREATION/ ENTERTAINMENT INDUSTRY
TRANSPORTATION INDUSTRY
TRAVEL & TOURISM INDUSTRY

GUIDELINES FOR A CLASSROOM DEBATE

Discussion, Disagreement, and Debate: What's the difference?

Discussion:

- People talking to reach conclusions, to give and receive information, or to express their ideas in an informal and unplanned manner.

Disagreement:

- A disagreement stems from a discussion when individuals' opinions, thoughts, and beliefs differ.
- Like a discussion, a disagreement is usually informal and unprepared.

Debate:

- Opposing viewpoints are presented in a balanced, well organized, and researched manner by individuals or teams to persuade others of their position.
- Participants must have evidence to support their viewpoint.
- A debate does not "prove" or "decide" an issue. The team that offers the strongest debate gives better information for their arguments and effectively addresses arguments from the opposing team.
- In a debate, teams do not "have" arguments, they "present" arguments.
- The team that is "for" the proposition is called the ***affirmative team***. The team that is "against" the proposition is called the ***negative team***.

Preparing and Conducting a Classroom Debate:

1. **Select a topic.**

2. **State a proposition.** A ***proposition*** is the statement of opinions, thoughts, or beliefs on a particular viewpoint.

3. **Select teams.** Select the affirmative and negative teams and a chairperson for each team.

4. **List arguments.** Each team should list their arguments, choose their four strongest arguments, and predict their opponent's four strongest arguments.

5. **Appoint speakers.** Team members can select speakers, or each team member can present one or more arguments.

6. **Research and prepare evidence.** Teams should research and prepare evidence supporting the arguments and prepare a summary statement. Information should not be shared with the other team.

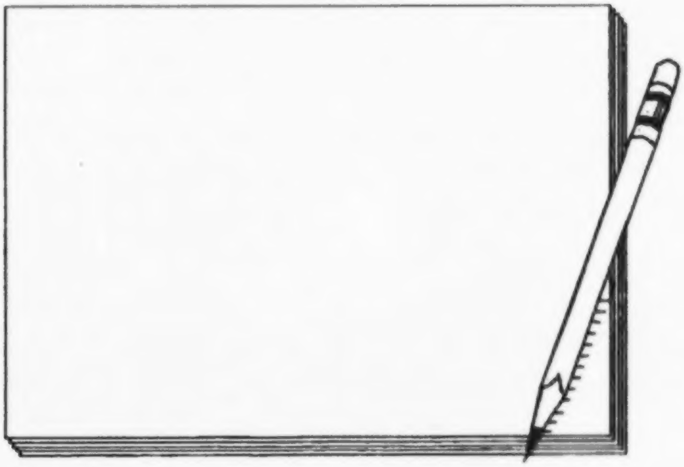
7. **Rehearse the debate.** Teams should rehearse the debate, but the other team should not hear the rehearsal. Arguments should be covered from the least important to the most important.

8. **Conduct the debate.** Team members will state positions they feel are true and will take turns explaining why their position is right and the opponent's position is wrong. An equal number of people should speak in an established order for equal amounts of time.

9. **Present decision of audience.** An audience will listen to the debates and decide which team presented the strongest case for their team's arguments.

"Jeopardy" Game Instructions

1. Use questions and answers written on 3x5 cards (answer on the front, question on the back) as subject matter for the "Jeopardy" game.
2. Divide 3x5 cards into three stacks. Assign cards in each stack 10 points, 20 points, and 30 points, respectively. Write the point value on the front of the card (along with the answer).
3. Form teams of 3-4 students, and give each team a colored "responder" card.
4. Have each team select a team captain and team scorekeeper.
5. The teacher reads aloud the answer from a card. The team captain who holds up the responder card first has the first opportunity to answer.
6. All team responses must be given in the form of a question. For example, you say, "providing their children proper nutrition." The correct student response would be something like, "What is a responsibility parents have related to physical development of their children?"
7. If the first team to respond gives the correct answer, they receive the point value for that item. If they answer incorrectly, then the point value is subtracted from their score and another team is given the opportunity to answer.
8. The team captain must confer with the team members before responding with a question.
9. The team captains hold up the "responder" card when their team is ready to respond. Only the team captain can hold up the responder card.
10. The team scorekeeper is responsible for keeping the correct score for the team. The scorekeeper should be included in determining the correct responses.
11. The team with the highest score is the winner.



Internet Terminology

AUP	*Acceptable Use Policy;* a written agreement signed by teachers, students, and parents outlining the terms and conditions of Internet use
Bookmarks	a list on your computer of your favorite Web pages
Browser	a special software program used to navigate the World Wide Web
Download	to copy information from another computer (Note: Upload means to send information to another computer.)
E-mail	Electronic mail; exchange of messages with people around the world over the Internet
FAQ	*Frequently Asked Questions;* files containing common questions asked and their answers
Home Page	the first page you see when you start your Web browser
HTML	*Hypertext Markup Language;* programming language used for creating Web pages
Hypertext	text on a Web page that contains links to other Web pages
Internet	the global computer network that connects millions of computers
ISP	*Internet Service Provider;* a company that provides access to the Internet through a phone line
Netiquette	rules of conduct for Internet users
URL	*Uniform Resource Locator;* the address used to locate a specific Web page
Web Page	a document stored on a computer that contains information and possibly graphics, sound, and even movies
Web Site	a university, government agency, or company that stores Web pages that you can view
WWW	World Wide Web; an Internet system that offers vast amounts of information

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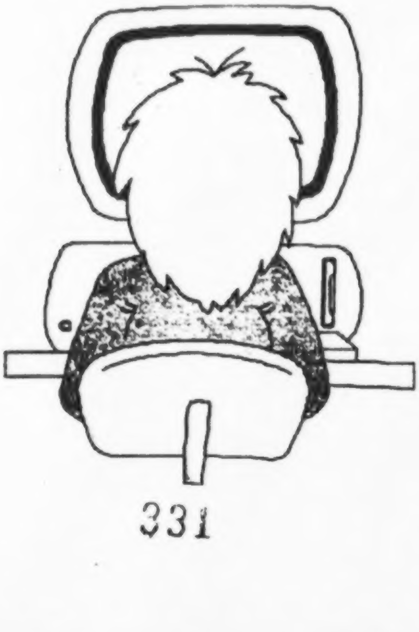
Netiquette

Netiquette is the accepted rules of conduct for Internet users. If you are going to use the Internet, you need to be aware of these rules:

- Always remember that there is a person at the computer on the other end.
- The Internet is not private. Do not type anything that you would not show your boss, your teacher, your principal, or your grandmother.
- DO NOT TYPE IN ALL CAPS BECAUSE THAT IS CONSIDERED SHOUTING.
- Always complete the subject line when sending a message so that the receiver can identify your subject.
- When responding to a message, state what you mean. Avoid just yes or no responses.
- Do not ramble on with your communication. Stay on the subject at hand.
- Never write put-downs. Respect others and their viewpoints.
- Do not copy other people's messages without their permission.
- Avoid obscenities or any offensive language.
- Be careful with humor; others may not be able to tell when you are "just kidding." Use a "smiley" [:)] to show you are kidding.



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